

Hindley Surestart Nursery

Inspection report

Unique Reference Number	106397
Local Authority	Wigan
Inspection number	336664
Inspection dates	6–7 May 2010
Reporting inspector	Diane Auton

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The governing body
Chair	Mr David Haskayne
Headteacher	Mrs Rachel Lewis
Date of previous school inspection	4 July 2007
School address	Mornington Road Hindley Wigan WN2 4LG
Telephone number	01942 776131
Fax number	01942 776132
Email address	enquiries@admin.hindleysurestart.wigan.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. They observed a range of the activities in which the children take part. They observed the work of two teachers and twelve early years' educational practitioners. They held meetings and discussions with governors, staff, children and parents. They reviewed the organisational aspects of the school and looked at data about children's progress and attainment, the school's planning documents, policies, procedures and records. They reviewed information provided by parents and carers in the 39 parental questionnaires that were returned. They also took into account the views staff expressed in their questionnaires.

- the pace of children's learning in the nursery
- the effectiveness of the key worker role and its impact on children's welfare and progress
- the impact of leadership and management, including governors, on the children's attainment, achievement and progress and whether the school is in a strong enough position to improve on the satisfactory overall effectiveness seen at its last inspection.

Information about the school

This nursery is larger than the average nursery. Most children come from White British backgrounds, with a very small proportion from other heritages. The proportion of children with special educational needs and/or disabilities is similar to that found in most other schools. Two places are resourced by the local authority for children with severe physical or medical needs. The nursery offers full and part-time places, with precise provision matched to the needs of families and children.

Since the last inspection, there have been a number of changes in leadership and staffing in the nursery, including long-term sickness absences, some of which are still current. The headteacher took up post in January 2009, after a period of two years during which the school did not have a permanently appointed headteacher. The school also has the responsibility of managing the Children's Centre. The Children's Centre was not inspected during this visit and is subject to a separate inspection by Ofsted. The governing body has been reconstituted and enlarged since the last inspection, reflecting its responsibility for both the Children's Centre and the Nursery school.

The nursery provides extended care for 51 weeks of the year. During term time, it provides care for children, from three to rising five years of age, in its breakfast club from 8.00 to 9.00, in its lunch club from 11.30 to 12.45, and in its after-school club from 15.15 until 18.00. During school holiday periods, it provides a holiday club for children from three to eight years of age, which is open from 8.00 to 18.00. The extended care provision employs eight staff members, all of whom hold appropriate early years qualifications; six of those staff members are also employed in the nursery. There are currently 69 children on roll in the extended care provision.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The quality of teaching and the curriculum in the nursery are both inadequate. This means that children's learning and development are not supported appropriately, despite the nursery's good provision for their welfare and care. As a result, children's progress is inadequate and they do not achieve as well as they should. The headteacher and the deputy headteacher have made considerable efforts to improve matters during the current school year. The quality of provision is now monitored regularly and systems to measure and track children's progress have been improved. A programme of staff training has been put in place, with the support of the local authority. However, the new initiatives have not achieved their intended impact on outcomes for the children or on raising the overall quality of provision because they have not been fully implemented by all staff.

The nursery runs smoothly on a day-to-day basis and parents appreciate the good care and welfare provided. The extended provision is managed well and meets the day care needs of children and their families. Key workers in the nursery help to ensure children's well-being and enable them to feel settled and secure. However, with the exception of a minority of more effective practitioners, they do not support children's learning and development well enough. Some of the assessment records of children's progress kept by their key workers lack detail and precision. In some learning groups in the nursery, children make very little progress towards the Early Learning Goals and this links directly to weak teaching.

The governing body and the local authority are aware of the significant challenges which have faced the headteacher and the deputy headteacher and have supported and assisted the actions for improvement taken by the leadership team over the past year and a half. Nonetheless, consistent and sustained improvements to the quality of provision have not yet been achieved and this points to an inadequate capacity for further improvement. Self-evaluation is broadly accurate, in that leaders have a realistic picture of the nursery's strengths and weaknesses, although their estimation of what could be achieved in the current year has proved to be over-optimistic.

What does the school need to do to improve further?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

- Raise children's attainment and ensure their consistent progress across the areas of learning, by
 - - eliminating unsatisfactory teaching
 - - ensuring that the curriculum meets children's learning needs and is responsive to their interests
 - - ensuring that staff carry out good quality assessments and that children's progress and achievements are recorded appropriately.
- Improve the effectiveness and impact of leadership and management by ensuring that staff work together as an effective team with a clear focus on school improvement.

Outcomes for individuals and groups of children**4**

Most children enter the nursery with skills that are below those typical for their age group, although a few are at the expected levels. Speaking and listening skills are often particularly immature. In their activities in the nursery, children demonstrate that they are secure in the setting and that they know and usually comply with the routines. Most children are learning to play together cooperatively, although some choose to play on their own. Children often flit from one activity to another without settling to become absorbed and develop their play. Behaviour is satisfactory overall, but because they are not guided sufficiently, children are not always considerate and caring of each other in their play. Attendance is good, reflecting positive relationships between home and nursery. Nursery routines enable the children to establish and improve their self-help skills. They know when to wash their hands, they make healthy choices at snack times and at lunch and they can talk about foods that are good for them. They enjoy being 'helper of the day' and carrying out responsibilities in their learning group. Children with special educational needs and/or disabilities make satisfactory progress in relation to their abilities and starting points. Those children with speech and language needs are given additional support and this helps them to become more effective communicators. The small number of children with severe physical and/or medical needs are supported and helped to access nursery activities in a mainstream setting. Overall, however, children's learning and progress are slow, particularly the development of their literacy and numeracy skills. Attainment by the end of nursery remains below expectations for the age group. Progress in the learning activities seen was often inadequate, as children were not guided sufficiently to develop their thinking and their ideas through purposeful activity and play.

These are the grades for children's outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Outcomes for children in the Early Years Foundation Stage	4
Children's achievement and the extent to which they enjoy their learning	4
Taking into account:	
Children's attainment ¹	4
The quality of children's learning and their progress	4
The quality of learning for children with special educational needs and/or disabilities and their progress	3
The extent to which children feel safe	3
Children's behaviour	3
The extent to which children adopt healthy lifestyles	2
The extent to which children contribute to the school and wider community	3
The extent to which children develop skills that will contribute to their future economic well-being	4
Taking into account:	
Children's attendance ¹	2
The extent of children's spiritual, moral, social and cultural development	3

How effective is the provision?

Relationships are positive and clear routines are in place, with appropriate attention given to children's health, safety and well-being. Several members of the nursery staff also work in extended care sessions and this contributes to the welfare and security of those children who attend the sessions. Supportive provision is in place for children with special educational needs and/or disabilities to ensure their inclusion and access to activities. However, the overall quality of provision in the setting is inadequate because it does not meet the learning needs of all of the other children. Adult-led activities often lack clear purpose and there is an over-emphasis on supervising, rather than teaching. Children are often merely occupied rather than being questioned and challenged in order to take their learning forward. Adults are often preoccupied with leading one activity and fail to respond to the needs of children who are not involved in it. This means that children left to play independently sometimes wander aimlessly between activities. Assessment practice has been improved. Key workers compile a 'learning journey' record for each child in their learning group, with photographs of the children in their activities, samples of their work and written observations. The quality of these records is variable across the learning groups as they do not always provide a sufficiently informative bank of evidence to promote children's progress across the areas of learning. Pastoral care is good and the nursery works effectively in partnership with external agencies, often taking a leading role in collaborative action to support individual families in need. Its partnership with the Children's Centre enables parents, carers and families to access the centre's range of services on site and in the wider community.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	4
The quality of teaching Taking into account: The use of assessment to support learning	4
	4
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Safeguarding is given high priority, with staff and governors showing good awareness of safeguarding issues and with effective procedures for child protection and assessing risk fully in place. The extended care provision is managed well; this good facility is appreciated by parents and carers and enjoyed by the children who attend. The leadership team has worked hard to try to raise the quality of provision. Leaders have high expectations of themselves, the staff and the children and express these clearly in the school development plan, which sets out challenging targets for improvement. The main drive for improvement is, however, coming from the headteacher and the deputy headteacher. Some staff are showing resistance to change. This limited commitment to improvement on the part of some staff members has resulted in some of their responsibilities not being met; staff do not work well as a team and have not begun to play an active part in the nursery's self-evaluation. As a result, this self-evaluation has not been used effectively to drive improvement. Although provision is monitored regularly, with advice and support for improvement provided through a programme of continuous professional development, there has not been sufficient impact on its quality. The governing body has a developing awareness of the quality of the nursery's work and individual governors work closely with the leadership team to review and evaluate the impact of improvement actions. It is less successful at challenging and ensuring weaknesses are dealt with. The nursery contributes satisfactorily to community cohesion through its partnership with the Children's Centre, through its extended care provision and through its resourced provision for children with severe needs. The nursery's inclusive ethos promotes appropriate equal opportunities for all children.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	4
	4

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	4

Views of parents and carers

Around a third of parents and carers responded to the questionnaire. Most responses were positive, with some positive comments on the good care and welfare provided. This is in line with the inspection judgements that provision for care, guidance and support and provision to ensure safeguarding and children's health and safety are all good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hindley Surestart Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	90	3	8	0	0	0	0
The school keeps my child safe	34	87	4	10	0	0	0	0
The school informs me about my child's progress	22	56	16	41	1	3	0	0
My child is making enough progress at this school	25	64	13	33	1	3	0	0
The teaching is good at this school	30	77	9	23	0	0	0	0
The school helps me to support my child's learning	23	59	16	41	0	0	0	0
The school helps my child to have a healthy lifestyle	24	62	15	38	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	41	16	41	0	0	0	0
The school meets my child's particular needs	30	77	9	23	0	0	0	0
The school deals effectively with unacceptable behaviour	22	56	15	38	1	3	0	0
The school takes account of my suggestions and concerns	26	67	13	33	0	0	0	0
The school is led and managed effectively	26	67	12	31	1	3	0	0
Overall, I am happy with my child's experience at this school	32	82	7	18	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 May 2010

Dear Children

Inspection of Hindley Surestart Nursery, Wigan, WN2 4LG

Thank you very much for the lovely warm welcome you gave to the inspectors when we visited your nursery. We came to see how well it is doing and how you are all getting on with your learning. We really enjoyed meeting you all. We found out some good things about the nursery. The grown-ups in the nursery look after you well and make sure you are safe and happy. The breakfast club, the lunchtime club, the after-school club and the holiday club are managed well and those of you who go to the clubs really enjoy them. We saw how you enjoy being 'helper of the day' and we were impressed by all the things you know about food that is good for you.

Some of the other things we found out about the nursery were not as good and there is still a lot of work to be done to make the nursery as good as it can possibly be. We have judged that your nursery needs 'special measures' to help it to improve. We have asked the headteacher and the staff to keep on working on improving the way they help you to learn and make progress in your activities. We also want them to make sure your learning journey booklets have enough information in them to show how well you are doing. We have asked the staff to improve the way they work together as a team, because we think that will make the nursery a better place for you to learn and grow. Inspectors will visit regularly to see how well things are improving.

You can all help by trying hard and by being good friends to each other.

With my best wishes to you and your families.

Yours sincerely

Mrs Diane Auton

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.