

# Frizington Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112090
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337837
<b>Inspection dates</b>	7–8 January 2010
<b>Reporting inspector</b>	Geoffrey Yates

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Gwenneth Everett
<b>Headteacher</b>	Mrs Jenny Khan
<b>Date of previous school inspection</b>	7 October 2006
<b>School address</b>	Main Street Frizington Cumbria CA26 3PF
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven lessons and held meetings with senior managers, governors, staff and held short conversations with children. Inspectors observed the school's work and looked at the school development plan; policies, including those relating to safeguarding and equal opportunities; and questionnaires completed by parents and carers, and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- children's achievement
- the quality of the Early Years Foundation Stage curriculum
- how good are the outcomes for children as a result of the school's Every Child Matters provision
- how well assessment information is used.

## Information about the school

This nursery school is smaller than average size and draws its pupils from a wide area in rural Cumbria. A very large majority of pupils are White British, the remainder representing a range of other heritages. The school has gained awards, including the Healthy Eating award. The school has its own self-managed unit for children aged under-three years.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The school provides a good standard of education and childcare for its children. Its overall self-evaluation is accurate. The needs of the individual are at the heart of all the school does. As a result, children thrive in a welcoming environment where child-initiated learning predominates. Outstanding care, guidance and support ensure that children feel very safe, become independent and gain an excellent grounding in spiritual, moral, social and cultural issues for their age. Children in the youngest age group (under three years) are cared for well, enabling them to make good progress in learning how to speak and in the all-important area of getting on well with everybody. Parents and carers think highly of the school and say their children are eager to attend each day. Sub-zero outside temperatures during the inspection had no adverse impact on attendance.

Children's achievements are good. They enter the Nursery with skills at levels that are below those expected for their age. Good teaching and challenging activities to choose from help children of all abilities to make good progress. The majority of children reach the expected level for their age in all areas of learning by the time they leave to join Reception classes in other schools. Staff are good at encouraging all children to develop the confidence to make choices in their learning. At times, opportunities are missed to develop children's speaking and numeracy skills further, particularly during those activities that children choose for themselves. Children behave sensibly and get on well with other children. For example, 14 children started Nursery for the first time during the week of the inspection and it was a delight to see older children helping them to settle into school life by being friendly and caring. Children know how to keep themselves safe outstandingly well. They also have a good knowledge of how to lead a healthy lifestyle. For example, when asked why he was washing his hands, a child replied firmly, 'to kill all the germs!'

The success of the Nursery results from the excellent leadership provided by the headteacher. In a relatively short period of time, with staff support and through rigorous self-evaluation, she has built on the school's existing strengths and taken the school even further forward. For example, the planning and assessment systems have been improved. However, at times, staff do not make effective enough use of the assessment information provided to ensure that children are consistently challenged to do their best. The school is well placed to move further forward and as such has a good capacity to improve.

## What does the school need to do to improve further?

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- In order to improve children's basic skills further, ensure that staff promote more rigorously children's speaking and numeracy skills during those activities that children choose for themselves.
- Ensure that staff always effectively use ongoing assessment information about children's progress in order consistently to challenge those of all abilities.

**Outcomes for individuals and groups of children**

**2**

Children enter Nursery with a range of skills at levels that are below what could be expected for their age. They make good progress and most reach the level expected for their age by the time they leave Nursery. Learning is especially strong in developing personal and social skills because of the high priority placed on these aspects, whatever the activity. The key workers (the adults designated to look after a group of children) ensure that children feel very safe and secure from the moment they enter the Nursery. Children are learning to look after themselves, for example by self-registering on arrival and putting on their own hats and coats before going out to play in the snow. Children are learning to work well together, for example by cooperating with each other to build a wall out of plastic bricks. They make a good contribution to the Nursery community as they learn to tidy away, thereby keeping the rooms clutter free, although at times this activity is noisy. Children respond well to the high expectations to say please and thank you. A visit from a parent whose first language was not English allowed children to learn a Polish nursery rhyme. This enabled children to develop their knowledge very well of cultures different from their own. Children under the age of three years are contented and happy in school and work alongside others well. They learn self-help skills, such as holding a knife safely when buttering their own toast and successfully getting most of the butter on the bread. They respond well to staff because they know the staff are interested in what they have to say.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<b>The extent to which children feel safe</b>	<b>1</b>

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

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>Children's behaviour</b>	<b>2</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b> Taking into account: Children's attendance <sup>1</sup>	<b>2</b>
	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

Smooth transition between the unit for children aged under three years and the Nursery ensures good continuity of provision. The quality of teaching shown by the two part-time teachers is good. They have a good knowledge of the Early Years Foundation Stage curriculum and provide sensitive support for all children, enabling them to develop at their own pace. The classroom assistants provide valuable support, especially in ensuring that children are safe and that their personal needs are met. Resources are increasingly well planned so that children can make choices about the resources they want to work with. However, at times equipment for mark making and for developing early reading skills are not as readily available as other resources. In some activities opportunities are missed to develop children's speaking skills and numeracy skills. For example, a magnetic fishing game provided no opportunity for children to record how many fish they had caught.

The curriculum meets the needs of children well and covers all areas of learning. Children with special educational needs and/or disabilities have access to the same activities as other children and are given individual help if needed. Resources are good and there is a good planned balance of indoor and outdoor activities. The inclement weather during the inspection provided a very valuable opportunity for children to play in the snow. One child commented, 'This is the wellie for this foot,' and another child asked the teacher to write her name in the snow. Children have good opportunities to explore the wider world through visits made to the school by, for example, the local police officer and by visits out of school.

The school has adopted a new planning system that ensures that the interests of children are met. Assessment systems have also been improved. For example, good use of ongoing assessment during the inspection allowed a child to develop his interest in circular objects rather than pursue something the teacher had planned to do with him. However, opportunities are sometimes missed to collect information during activities or to use assessments effectively in planning extension activities. The pastoral care of children is of outstanding quality. Most parents and carers are happy with the information they receive but the school accepts that it needs to provide more information about children's progress. The links with any vulnerable families are strong and help to ensure access to the support they need. There are very good links with

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outside agencies. This is seen to particular effect in the way the new starters in the Nursery are made to feel very safe and secure. First aid procedures and child protection training meet all requirements. Staff know the children and recognise their individual needs exceptionally well so that if there is any sign of a child getting upset they are quickly helped.

The school complies with its registration for children under the age of three years and all welfare requirements are met and carried out well. Adults provide very caring support for babies and toddlers. These children are given good opportunities to work on their own, or with a member of staff, for example by playing a game on the computer or pretending to cook something in the toy microwave.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school is well led and has the confidence of parents and carers, and the local community. There is a good focus on embedding ambition and driving improvement, despite changes in staff. The headteacher, with the support of governors, provides excellent leadership. The staff are responding well to her lead and are willing to try out new ideas to improve the school further. However, recent staff changes have meant that leadership and management at other levels, while good, are still developing. Governors carry out their duties well. A strength of the school and of the provision for children aged under three years is the effective way in which discrimination of any nature is addressed. The school's work is very focused on ensuring equality of opportunity for all. At the time of the inspection, the school's safeguarding arrangements were found to be good. All policies are in place, including policies for the children aged under three years. There are well-understood strategies and procedures for checking the safety of the site and for assessing risk. Community cohesion in school is strong and always at the forefront of planning. Issues from the previous inspection have all been addressed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
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<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>  2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	2
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2

## Views of parents and carers

Questionnaires were returned by 20 parents and carers. Of these almost all were very happy, overall, with the school's work. A very small minority of parents and carers expressed a range of concerns about how well the school communicates with them. Inspectors do not share parents' and carers' concerns about these aspects of the school's provision, but do feel the school could provide more information to parents and carers about children's progress.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Frizington Nursery School 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 52 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	63	5	21	0	0	0	0
The school keeps my child safe	17	71	2	8	1	4	0	0
The school informs me about my child's progress	10	42	8	33	1	4	5	21
My child is making enough progress at this school	9	38	11	46	0	0	0	0
The teaching is good at this school	12	50	8	33	0	0	0	0
The school helps me to support my child's learning	10	42	9	38	0	0	1	4
The school helps my child to have a healthy lifestyle	13	54	6	25	1	4	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)	12	50	7	29	1	4	0	0
The school meets my child's particular needs	10	42	10	42	0	0	0	0
The school deals effectively with unacceptable behaviour	9	38	9	38	1	4	1	4
The school takes account of my suggestions and concerns	8	33	11	46	1	4	0	0
The school is led and managed effectively	11	46	6	25	3	13	0	0
Overall, I am happy with my child's experience at this school	0	0	6	25	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of children.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



09 January 2010

Dear Children

Inspection of Frizington Nursery School, Frizington, CA26 3PF

Thank you for the very friendly welcome you all gave the inspectors when we visited your school recently despite it being so very, very, cold outside. I know at times your parents and carers had to struggle to brave the ice and cold to get you to school but you have coped really well. Well done everybody!

We really enjoyed our time with you and joining you in your activities. I am pleased to tell you that the inspectors agree with your school that you receive a good standard of education.

Staff take good care of you. We agree with your parents and carers that all the adults working in your school make learning interesting. You do well with your work and really enjoy what you are doing. You work very hard at activities such as tower building and it was lovely to see the enjoyment in your faces when the tower fell down. You behave well and are very polite for your age. Some of you told me that you feel safe in school and that if a problem occurs an adult will sort it out quickly when you tell them about it. I have asked your school to make sure you all get plenty of chances to practise your speaking and numeracy skills more. There is one other thing I have asked your school to do and that is to make sure that what they know about how you are getting on is used to help you to carry on doing well.

We hope you keep on working hard so you can continue to play a big part in ensuring that your school continues to be successful.

Yours sincerely,

Mr Geoffrey Yates

Lead Inspector

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