

Pinxton Nursery School

Inspection report

Unique Reference Number	112483
Local Authority	Derbyshire
Inspection number	337944
Inspection dates	14–15 June 2010
Reporting inspector	Geof Timms

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Nursery
School category	Maintained
Age range of pupils	0–5
Gender of pupils	Mixed
Number of pupils on the school roll	87
Appropriate authority	The governing body
Chair	Dennis Kelly
Headteacher	Sherida Morgan
Date of previous school inspection	29 January 2007
School address	Kirkstead Road Pinxton Nottingham
Telephone number	01773 863105
Fax number	01773 863105
Email address	headteacher@pinxton.derbyshire.sch.uk

Age group	0–5
Inspection dates	14–15 June 2010
Inspection number	337944

Registered childcare provision	Pinxton Nursery School Child Care Company
Number of children on roll in the registered childcare provision	35
Date of last inspection of registered childcare provision	Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors. Twelve lessons and seven staff were observed. Meetings were held with governors, parents and carers. The inspectors observed the school's work and looked at a range of policy documents, assessment records, pupils work and teachers' planning. Inspectors analysed 51 parental questionnaires.

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

- the progress made in all areas of learning over three years
- the use of assessment in providing children with appropriate activities
- the impact of the school's partnerships with other organisations
- how well the school promotes children's understanding of how others live.

Information about the school

This is an average sized nursery school. Children attend largely part-time, but with a small number attending full-time. The children of Nursery age usually spend up to five terms in the school before moving to nearby infant schools. Most children are of White British heritage. A small number come from Mixed or Traveller backgrounds. The school has Enhanced Resource Status for supporting children with special educational needs and/or disabilities and consequently the proportion of children with special educational needs and/or disabilities is above average. It is also a designated satellite of the South Normanton Children's Centre. The school has Healthy School status and a Basic Skills Quality Mark.

Since the last inspection a new headteacher has been appointed and the school has extended its provision for birth to three-year-old children.

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?

1

The school's capacity for sustained improvement

1

Main findings

This outstanding school has maintained many aspects of its excellent provision since its last inspection. It has built on its strengths in many areas and also developed the childcare facilities. The headteacher has adopted a strategic approach in leading the school with a strong vision of doing the best possible for the children and for the local community. She has created a very strong, effective and close knit team who are working together extremely well and who continually strive to make the school even more successful. The success of the school is reflected in the views of the parents and carers who are all happy with its work. As one explained, the school is especially good at keeping them informed about how well their children are learning.

This is a school that could never be described as complacent and is always looking to see how its provision can be improved or extended. The staff's ambition to create such a successful school is reflected in the self-evaluation and their accurate and honest views of strengths and areas for development. Regular reviews of children's progress are carried out. Every opportunity to involve or be involved in local community events is taken. The staff discuss their work and the quality of provision continually and the governors provide the school with an excellent level of support and challenge. The school has an outstanding capacity to improve.

There are clear strengths in the children's learning. Although many enter the school with skills and knowledge well below those expected for their ages, they make rapid and consistent progress very quickly. Consequently, by the time they leave, children have attained at least in line with the levels expected, and often above them, in all areas of learning. The school's data shows that this is a consistent picture over at least a three year period. Particular efforts are made to help the children become good and willing learners. This is reflected in their positive attitudes towards tasks, their excellent behaviour and their ability to concentrate on their activities for a good period of time. They also demonstrate real pride in their work and are happy to share and show it to others.

The excellent progress children make is the result of some exemplary practice. The planning and resourcing of activities is a major reason for the children's outstanding enjoyment and achievement. Every day starts calmly and productively as children enter school happily and are met and greeted by the adults. Safety is paramount and very strong systems are in place to ensure that children of all ages are appropriately supervised and given activities suitable for their ages and abilities. This is done flexibly so that children of different ages but similar abilities have good opportunities to work together.

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The development of the provision for the birth to three-year-old children has enabled it to extend its links with families as well as support the learning of the youngest children very successfully. The accommodation has been very effectively developed to provide appropriate working, sleeping and secure areas. Excellent plans for developing the outdoor area to be more suitable for the youngest children are in place. The staffing meets the requirements for childcare registration. It is evident in the practice observed that the children are being very well-cared for and their communication skills are being developed effectively. Children with special educational needs and/or disabilities are provided for very successfully and they make equally good progress as their peers.

The headteacher has developed an excellent system for tracking the assessments made on the children's progress. She is able to quickly identify any children who begin to fall behind as well as those who are making exceptionally good progress. All of their individual needs are catered for fully. The school has a central place in its local community. It has particular strengths in the links built with the local Traveller community. However, the school has recognised that the opportunities to help children experience how others from different cultures or backgrounds live are not as fully developed as other aspects. The partnerships with a wide range of organisations are a particular strength and they enable the children to meet people of all different ages. There are excellent links with the Children's Centre in providing some adult education and parent support activities.

What does the school need to do to improve further?

- Improve the way the school promotes community cohesion by developing closer links with schools that take pupils from a wider range of ethnic backgrounds so that children learn more about how others live.

Outcomes for individuals and groups of children**1**

The children make outstanding progress in this school in all areas of learning. This is evident through observations of learning during the inspection and from the school's own data. All groups make equally good progress as a result of good use of assessment. For example, when the school identified boys' outcomes as a weaker area it set about developing more boy-friendly activities and resources and the boys now make equally good progress as the girls. Those with special educational needs and/or disabilities make outstanding progress. This is partly due to some excellent interventions often on a one-to-one level but also to the way these children are included in all daily activities. The school also has a strong focus on identifying and providing for the most able children. The staff set very challenging targets for all children and meeting these provides a firm focus for the teaching and activities provided.

Children learn to use their skills in different ways as a result of thoughtful planning. In one session they learned to order numbers; in another they learned about fruits and healthy eating. The two-year-olds were observed developing their creative skills through paint activities that showed they really could concentrate on an intended result. They

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also showed real pleasure in their outcomes. In another session two babies were happily using their fingers and other implements to explore colour and the properties of paint. Children behave extremely well because there is a strong focus on children's personal, social and emotional development, which is entwined seamlessly in all activities. Attitudes towards school are clearly strong from the way the children enter the Nursery and immediately settle to activities talking and playing with friends or adults. The school's focus on social, moral and spiritual activities is excellent but although the school is developing its work in this area, opportunities are missed to extend children's understanding of how others live. The children are kept very safe and their understanding of how to eat healthily is exceptional for their ages. The children make an excellent contribution to the Nursery and wider community. For example, they are involved in a gardening project which is helping to provide local people with fresh fruit and vegetables. The school is preparing children exceptionally well for their next stage in their education.

These are the grades for children's outcomes

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

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

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How effective is the provision?

The teaching is outstanding because the adults in the school have a very strong knowledge and understanding of the needs of the children. From the babies to the five year olds, staff know how to create a rich but safe environment in which the children can explore and learn. The outside facilities are excellent and a mixture of surfaces, resources and activities supports both adult-led and child-initiated play and learning. During the inspection children were planting sunflowers and were very excited about seeing how tall they would grow. A love of the natural world is developed throughout the school and the two-year-olds particularly enjoy helping their vegetables grow by watering them. Teachers use the rich and excellently well-planned curriculum to provide a wide range of imaginative and interesting activities while also allowing children's interests to be followed. For example, during an excellent mathematics session, the adult pretended to drop her cards with numbers on them and the children were very keen to help her put them in order again. Regular and detailed observations of pupils' learning are made, both in focused activities and for occasional learning during the on-going activities every day. These are recorded in detail and support the data on progress, backed up often by detailed photographic evidence and quotations from children indicating what they have learned.

The linked curriculum planning supports children's learning very effectively and ensures they have the opportunity to use their skills in different ways and especially in learning to solve problems. Although the planning is based on themes and these involve all areas of learning, each day a different focus is used for direct teaching of skills

The staff provide an excellent level of care, guidance and support and this is supported by the parents' and carers' views. Many feel the school supports them just as much as it does the children. The care provided for the youngest children is carefully and well thought out. The cleanliness of the birth to three-year-old provision is continually ensured by the staff. The school is especially good at supporting those children with special educational needs and/or disabilities and also those from Traveller backgrounds whose regular attendance reflects the effectiveness of the support they receive.

These are the grades for the quality of provision

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

How effective are leadership and management?

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

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The effectiveness of the school is directly related to the outstanding leadership provided by the headteacher. The strengths found at the previous inspection have been maintained and the new headteacher has been instrumental in bringing new ideas and a fresh drive to a wide range of new initiatives. This includes the community company set up to run the care provision for the birth to three-year-old children. The headteacher oversees this and it has been seamlessly moulded into the school's existing provision for three to five-year-old children. Safeguarding arrangements are outstanding because all aspects of the care, safety, welfare and protection of the children are of the highest quality and ensure the absolute safety of children.

A major strength of the school is in the many ways the headteacher has developed and distributed leadership among the staff. She is well supported by the assistant headteacher who provides leadership in the curriculum and also for those with special educational needs and/or disabilities. The governing body provides outstanding leadership and excellent use is made of governors' expertise. For example, the monitoring and evaluation of the school's work is often carried out by a governor with childcare practitioner experience. The school has built outstanding partnerships with organisations in the local community and with local schools. A project to help improve the arrangements for transition from the Nursery to Infant schools resulted in exemplary practice that has been published. The school has a central place at the heart of its local community as is shown by the sale of the fruit and vegetables to local people and by the commitment to supporting adult education as part of the children's centre. However, the school has recognised that there are missed opportunities to provide children with more experiences to show how people in other areas live. The school is outstanding in ensuring equal opportunities and all groups of pupils have their needs equally well met. This is evident in the excellence of the provision for the children of all abilities and groups, including those with some significant learning needs.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1

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The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The parents and carers are overwhelmingly pleased with the school and one hundred per cent are pleased with the provision, how happy their children are there and how well the school helps their children understand how to stay healthy. There were no negative views expressed about any aspect. The inspectors agreed with parents' and carers' views of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Pinxton 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 87 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	96	2	4	0	0	0	0
The school keeps my child safe	45	88	5	10	0	0	0	0
The school informs me about my child's progress	36	71	13	25	0	0	0	0
My child is making enough progress at this school	41	80	8	16	0	0	0	0
The teaching is good at this school	39	76	10	20	0	0	0	0
The school helps me to support my child's learning	32	63	18	35	0	0	0	0
The school helps my child to have a healthy lifestyle	38	76	12	24	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)	34	68	11	22	0	0	0	0
The school meets my child's particular needs	38	75	10	20	0	0	0	0
The school deals effectively with unacceptable behaviour	33	67	9	18	0	0	0	0
The school takes account of my suggestions and concerns	33	66	15	30	0	0	0	0
The school is led and managed effectively	38	75	12	24	0	0	0	0
Overall, I am happy with my child's experience at this school	49	96	2	4	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.



17 June 2010

Dear Children

Inspection of Pinxton Nursery School, Nottingham, NG16 6NA

I am writing to thank you for the very friendly way you welcomed me to the school when I visited recently. All of you enjoyed showing me what you were doing and I really enjoyed watching you learn and play. I especially enjoyed watching the babies painting!

I think you are very lucky to go to such an outstanding school. The grown ups are all very talented and work very hard to give you interesting and fun things to do. They also make sure you are extremely safe, well cared for and looked after. I think you have a very good outdoor area and some beautiful gardens you are helping look after and which are helping you to learn a lot about nature. I hope the sunflowers grow really high for you.

The school also helps you learn lots of new things and this makes sure you are well prepared for going to your next school.

To make the school even better, I have asked the grown ups to give you more time and opportunity to learn about how other children in this country and in other countries live.

Enjoy your time at Pinxton and keep working hard!

Yours sincerely

Geof Timms

Lead inspector

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