

# Scartho Nursery School

## Inspection report

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<b>Unique Reference Number</b>	117700
<b>Local Authority</b>	North East Lincolnshire
<b>Inspection number</b>	339055
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	Jane Hughes

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>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs P.F. Fisher
<b>Headteacher</b>	Mrs D Langridge
<b>Date of previous school inspection</b>	2 December 2006
<b>School address</b>	Pinfold Lane Scartho Grimsby DN33 2EW
<b>Telephone number</b>	01472 872129
<b>Fax number</b>	01472 872129
<b>Email address</b>	office@sn.tlfe.org

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Royal Exchange Buildings  
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Manchester M2 7LA

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 lessons, and held meetings with the headteacher, staff and governors. They chatted individually to many of the children. They observed the school's work, and looked at children's work, the school's self-evaluation, assessment and tracking information, improvement plans, records of lesson monitoring, safeguarding records, governing body minutes, 39 questionnaires from parents and carers and 10 questionnaires from staff.

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

- how well all groups of children achieve from their starting points
- the effectiveness of the school's monitoring and evaluation in support of teaching, learning and development across all areas of learning
- how well the school develops children's awareness of diversity in view of the largely mono-ethnic local community
- any continuing successes of the school's leadership, particularly in relation to children's outcomes and well-being
- the impact of the governing body in supporting and challenging the school.

## Information about the school

This small school draws most of its children from the local area which is relatively advantaged. A very small minority of children speak English as an additional language. Few children have special educational needs and/or disabilities.

The school shares a site with Scartho Adult Education Centre. It works in close partnership with Scartho Children's Centre which is based at a local primary school.

The school offers flexible sessions daily before and after school to meet parents' and carers' needs. Parents and carers can choose for their children to stay for lunch.

The school provides morning and afternoon places for up to 65 children at each session. Some children stay for longer, at the discretion of the headteacher. North East Lincolnshire is a pilot area for one-term entry into mainstream school from September 2009. This has caused a significant drop in the number of children on roll at the Nursery.

**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**

**2**

## Main findings

Scartho Nursery provides an outstanding start to children's school life. Children's achievements and the overall effectiveness of the school remain as impressive now as at the time of the school's last inspection. The school has many notable strengths. Key to them all is the longstanding resolve and overarching commitment of the headteacher to maintain best practice while striving to improve still further and to embrace change as a way forward for the school. Parents and carers capture the essence of the school very successfully in the many highly complimentary comments passed on to inspectors. Their plaudits include, 'A fantastic school which offers a wonderful start to education with a positive, nurturing atmosphere,' and, 'We truly believe this school is outstanding in every way.'

Children enjoy a highly varied range of activities every day. Central to the success of these carefully planned opportunities are the exceptionally high expectations of all adults for the children in their care. They show children how to draw the very best from themselves and from each task. As a result, children are absorbed in worthwhile activity from the moment their coats meet the cloakroom peg. They enjoy the warmest of relations with their classmates, no matter what their age. Older children take younger ones under their wing and help them to settle in quickly. Children here quickly learn the difference between right and wrong and their highly impressive spiritual, moral, social and cultural development reflects the speed of their sensitive personal, social and emotional growth. By the time they leave, they are mature beyond their years. Consistently excellent teaching, coupled with a rich and varied early years' curriculum and first-class pastoral care, guidance and support for children are all highly important characteristics that cement the school's outstanding provision.

The governing body is very supportive of the school and several longstanding members help to provide good continuity to the school. This loyalty demonstrates the strength of support the school enjoys among parents and carers, and the local community. Even so, the governing body's role in drawing up the school's plans and priorities, and in challenging and evaluating the school's performance through a clear overview of its work, is underdeveloped. The school's good capacity for sustained improvement is reflected in its maintenance of previous outstanding performance, its success in tackling identified areas for improvement and the accurate view it holds on what it does well and what to develop next.

Close partnerships with other organisations and settings, including a new local children's centre that the headteacher has helped to establish, ensure that the staff constantly update and share their own knowledge and professional expertise across the local authority, where it is held in high regard.

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

- Strengthen the impact of the supportive governing body as it works to maintain the school's outstanding effectiveness by:
  - ensuring that governors are more closely involved in setting priorities
  - broadening governors' overview of the school's work in order to inform pertinent questions about all aspects of the school's performance
  - ensuring that governors contribute more rigorously to school self-evaluation.

## Outcomes for individuals and groups of children

**1**

Children achieve outstandingly well. They develop the skills of independent, confident learners from day one. From entering the Nursery with skills, knowledge and understanding typical for their age, children leave having reached levels well above those expected of most four- to five-year-olds. Some are reading very well and are able to access the curriculum for children one chronological year older. Children's personal, social and emotional development is particularly noteworthy. They behave exceptionally well and show high levels of respect for each other as they play and learn. For example, when children playing independently are approached by one of their peers who asks, 'Can I play?' there is no hesitation. They reply, 'Of course you can! Here you are, do you want to use this?' Children with special educational needs and/or disabilities, higher-attaining children and those who speak English as an additional language also achieve exceptionally well. This is because the school identifies their individual needs at a very early stage and provides extremely good levels of support as a result of effective assessment information.

Children learn to be safe and healthy from the very start of their time in school. For instance, they know the rudiments of 'stranger danger' and of traffic hazards. Many participate in the 'walk to school weeks' throughout the year. They have a clear understanding of why it is so important to wash their hands before they eat and after going to the toilet. Children thoroughly enjoyed the visit from a health visitor who showed them the right way to wash their hands; they happily practised the routine with staff later in the day. They could report back at small-group time that 'the soap helps to get rid of the germs' and that 'these germs could make you sick'. The children who stay for lunch tuck in with great enthusiasm to nutritious hot meals such as roast chicken with potatoes, broccoli and carrots. Many ask politely for 'seconds' and at this still early stage in the term, most cope well with cutlery and make lunchtime a highly sociable occasion. Children make the most of any opportunities to care for each other and for those less fortunate. They are involved in fundraising for a wide array of local, national and international charities and also help to improve the appearance of the local community through litter picking, for example.

Exemplary relationships reflect the school's ethos. Children follow the superb lead of all the adults and help each other whenever possible. For example, two girls worked together on a computer, taking turns to paint a picture each. When one was unsure

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about how to save and print her work, her companion did not try to take over. Rather, she took on the role of facilitator, modelling what her teachers do every day. She calmly pointed to the correct icon at the top of the screen and suggested that her friend click on it to save her work and then repeated a similar routine to print out the finished work. She then congratulated her friend when the printing finished. At no point did an adult have to intervene. This is because the children quickly become adept 'trouble shooters', confident to solve problems and then carry on with an activity. These are very important skills for their future success. Similarly, children are developing impressive knowledge and understanding of the world around them. During role play outdoors, some children pretended to be fire fighters, using long cardboard tubes as the fire hoses. There was some consternation when the tubes began to unravel once wet. The children were able to explain that this was because the cardboard was getting soggy and they knew that in real life the fire hoses are not made of cardboard but are 'plastic and shiny'. Children thoroughly enjoy life in the Nursery. Parents and carers recognise this and bring them to school regularly so that attendance overall is above that usually found among children this age.

*These are the grades for children's outcomes*

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

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## How effective is the provision?

Skilful staff bring learning to life for children throughout the Nursery. Inviting environments both inside and outdoors encourage children to engage fully in activities that spark their imagination. Adults are very adept at letting children learn independently, although they are always on hand to support children's investigations and to extend their learning through challenging questioning or guiding the use of resources in different ways. For example, an ice table, coupled with highly effective, one-to-one questioning from an adult, enabled children to discover how hard and cold ice is, and to observe, feel and comment upon what happens to ice when it is kept in a warm classroom for a while. Each morning and afternoon, staff invite children to plan where they wish to play – the first of many independent decisions they make during sessions.

Staff are highly inventive as they introduce safety messages through role play. For example, in one classroom, children built a 'pretend' bonfire from logs, carefully hidden by staff, that they retrieved from around the room. The teacher then encouraged the children to add handfuls of leaves and to pretend to light the bonfire with the addition of colourful red and orange paper flames. Staff were keen to reinforce safe behaviour around a bonfire as well as ensuring that no one suffered injury from the glittery pipe cleaner 'sparklers'.

Parents and carers comment, 'Staff fully accommodate children's needs,' and that they feel, 'one hundred percent confident with the staff, who are wonderful. The quality of care and provision is outstanding'. Key workers begin this process with home visits and parents and carers appreciate the carefully managed induction process they experience with their children as this quickly allays any fears. There is highly effective provision for all groups of children. The increasing proportion with speech and language difficulties receive support programmes from outside agencies to meet their individual needs. Children who are potentially vulnerable also receive just the right levels of support and encouragement to ensure that they make the most of every minute in school.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

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After many years of service at the school, the headteacher maintains an unflagging commitment to children, parents and carers, and staff alike through her enthusiasm, ambition and keen drive to improve on the already excellent early years' provision and practice. There is no complacency here. The leadership actively encourages staff to further their own professional development. As a result, the staff team is very well qualified to provide a first-class range of learning experiences for all groups of children. Practitioners plan and evaluate their work, and that of the children, meticulously and meet the leadership's very high expectations in terms of provision and outcomes. Governors are conscientious guardians of the school and show regular interest in its work. Nonetheless, their involvement in drawing up key documents such as the school improvement plan or in evaluating the school's performance is underdeveloped. They demonstrate a limited overview of how well the school is performing across all elements of its work.

The school meets the statutory requirements for safeguarding. Parents and carers confirm that the school takes very good care of their children and that children feel safe. Adults promote equality of opportunity and tackle discrimination exceptionally well so that all children, irrespective of background, gender or individual need, reach their potential. Very close tracking of children's progress, coupled with regularly recorded monitoring of the quality of teaching, provide accurate data from which the school plans children's future learning.

The school works in very close partnership with parents and carers to involve them fully in children's learning. Parents and carers highly value this approach and particularly enjoy contributing to their children's record of achievement each weekend. The school makes a good contribution to community cohesion and knows its social context well. Children are introduced to the local community and often visit local shops and services to develop a better understanding of the wider world. Ethnicity within the school varies widely from year to year. A bilingual support worker provides help in school as needed. The school is quick to draw on the differing life experiences of parents and carers, who often come in to talk about beliefs and traditions around the world. Scartho Nursery has a strong relationship with a school in Kitale, Kenya, and is currently sponsoring the building of an orphanage there. There are regular visits by adults, along with photographs and updates of the work and life in Kitale for children to see and from which they learn. However, the school does not have links with other schools or communities in the United Kingdom with a variety of cultural backgrounds. The school makes excellent use of its resources to produce outstanding outcomes for children.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1

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<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

**Views of parents and carers**

Approximately 70% of parents and carers returned the inspection questionnaire. Overwhelmingly, they are supportive of the school and comment variously, 'Fantastic!', 'An amazing start to schooling', and, 'Highly recommend this Nursery'. A very small number of concerns raised by parents and carers were investigated by inspectors. They found that the school was already aware of these concerns and has appropriate procedures in place to address them. The school's very regular communications with parents and carers also provide positive feedback from them.

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

Ofsted invited all the registered parents and carers of pupils registered at Scartho 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 39 completed questionnaires by the end of the on-site inspection. In total, there are 53 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	95	2	5	0	0	0	0
The school keeps my child safe	34	87	4	10	1	3	0	0
The school informs me about my child's progress	34	87	5	13	0	0	0	0
My child is making enough progress at this school	36	92	3	8	0	0	0	0
The teaching is good at this school	36	92	3	8	0	0	0	0
The school helps me to support my child's learning	35	90	4	10	0	0	0	0
The school helps my child to have a healthy lifestyle	34	87	4	10	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)	30	77	7	18	0	0	0	0
The school meets my child's particular needs	34	87	5	13	0	0	0	0
The school deals effectively with unacceptable behaviour	31	79	7	18	0	0	0	0
The school takes account of my suggestions and concerns	32	82	7	18	0	0	0	0
The school is led and managed effectively	35	90	4	10	0	0	0	0
Overall, I am happy with my child's experience at this school	36	92	3	8	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



06 November 2009

Dear Children

Inspection of Scartho Nursery School, Grimsby, DN33 2EW

Thank you for telling me about all the fun things you do at Nursery. Here is my story of what I found. I hope your teachers will read it to you at story time.

On a bend in the road, near to the shops, hides a little Nursery school – Scartho Nursery School. Every day, happy children rush up the path and into the 'large classroom' or the 'small classroom'. It doesn't matter which one because all the adults make sure that everyone has such a jolly time wherever they are, that they want to come back every day. All the adults, all the children, and all the parents and carers smile and laugh a lot. Scartho is a really, really good Nursery. I have to use a very long word – 'outstanding' – to describe it in my report. You are all so good at counting, see how many letters there are in that long word! Here is a list of some of the best things about the Nursery.

- The children all learn very, very well.
- They are really helpful, friendly and very kind to everyone.
- Their behaviour is fantastic and they know lots about being healthy and safe.
- All the adults take very good care of them and know how to help them.
- The children learn just as well inside or outdoors because teachers plan such exciting things for everyone to do each day.

The governors are the adults who help the school to work well. They try hard to help the headteacher and all the teachers. The governors are going to check even more closely how well the school is doing so that it can keep getting better and better.

The children's mums, dads and carers say how happy they are that their children come to this Nursery. After story time, children choose books and story sacks to take home to play with. They love it at their Nursery and can't wait to come back the next day!

Thank you for making my visit to your school so special.

Jane Hughes

Lead Inspector

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