

Bradley Nursery School

Inspection report

Unique Reference Number	119078
Local Authority	Lancashire
Inspection number	339335
Inspection dates	25–26 February 2010
Reporting inspector	Clare Henderson

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Ms Susan Nike
Headteacher	Mrs Jackie Mitchell
Date of previous school inspection	17 May 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed 15 teaching sessions taught by 15 adults who teach in the school; approximately 60% of inspection time was spent looking at children's learning. Inspectors held meetings with governors and staff. They observed the school's work and looked at documents relating to safeguarding, the progress and attainment of children, the curriculum, the school's development plan and the way the school evaluates its own performance. The views of parents and carers, through 59 returned inspection questionnaires, and the views of staff were evaluated and reviewed.

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

- the attainment and progress of all groups of children in all the areas of learning
- how effectively assessment is used to plan the next steps in children's learning
- the breadth of opportunities children have to review and extend their learning
- governors' involvement in evaluating the progress of community cohesion
- the effectiveness of safeguarding.

Information about the school

Bradley Nursery School provides part-time education for children aged three to four years. The majority of children are of Pakistani heritage. Almost all these children are learning English as an additional language. A large majority of these children are at an early stage of learning to speak English. A small minority of children are of White British heritage. The proportion of children with special educational needs and/or disabilities is above average. The school has gained the Smile for Life dental award.

An early years children's centre, situated in the school's grounds, shares the outdoor facilities. This provision was subject to a separate inspection and the report can be found on the Ofsted website.

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

Standards of care and education are consistently excellent, staff are approachable and children are excited to get here every morning.' This view, expressed by one parent, is typical of the overwhelming majority of parents and carers who responded to the questionnaire. Inspection findings at the previous inspection agreed with these views and, indeed, since then the school has not only maintained but extended its outstanding status. The driving force in its success is outstanding leadership and teamwork which provide clear direction and promote an extremely strong desire from all adults for each child to succeed in learning while having fun.

Most children begin Nursery with skills at levels which are low for their age, particularly in their personal, social and communication skills. Home visits, pre-nursery induction sessions and bilingual support help adults to get to know the social and personal needs of individual children and their families extremely well. From their first days at school, not a moment is lost for children to explore, investigate and extend their learning as they rapidly become confident and independent learners. All adults carry out observations of children as they play and learn. Staff then use these very effectively to track children's progress and plan the next steps in their learning. A highly stimulating curriculum ensures that children make outstanding progress in their spiritual, moral, social and cultural development.

The school is extremely aware of its strengths and areas for development and has shown it takes purposeful action to tackle any issues. All adults are involved in a continual review and evaluation of progress in learning and in the quality of provision. This commitment illustrates very well the outstanding capacity that the school has to improve further. Outstanding partnerships with the local community and developing links with schools abroad provide children with first-hand experiences of the world in which they live. As a result, community cohesion is good. However, governors do not measure the impact of these strategies on children's knowledge and understanding.

What does the school need to do to improve further?

- Further develop community cohesion by:
 - involving governors more fully in measuring the impact of community cohesion on children's knowledge and understanding.

Outcomes for individuals and groups of children

1

Children play together extremely harmoniously and behaviour is impeccable. The

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constant peals of delight as children play are testament to the sheer enjoyment experienced by all. From the moment children arrive, exciting activities stimulate them to speak, listen and learn to get on with each other. They take a real hand in their own learning through a constant review of what they have learnt in play and what they can find out next to challenge and extend learning further. For instance, finding out from books and discussions the countries of origin of the fruit they prepare for snacks teaches them to understand differences and value the world in which they live.

Children are very keen to learn and achievement is good. All adults pay very close attention to children's individual needs and quickly identify those who may have additional learning needs or are more able and need to be challenged further. This precise matching of learning to needs ensures that all groups of children make outstanding progress. High priority is given to developing their English skills through well thought out speaking and listening activities.

Sharing the outdoor area with the children's centre fosters children's social and moral understanding as they learn to get along with and take care of those younger than themselves. Children are very involved in making their daily snacks of fruit and vegetables. This enables them to learn about the importance of leading healthy lifestyles. Children are confident to 'have a go' with adults constantly on hand to ensure that safety is secure without stifling independence. This is evident as children confidently chop off the tops of the strawberries, with an adult on hand to remind them of the safe use of knives. Such activities prepare them well for the future.

Progress is rapid in all areas of learning and for all groups of children, including those at an early stage of learning English as an additional language and those with special educational needs and/or disabilities. When they move to Reception, most children's skills are at levels in line with, and for a small minority above, those expected at this age. Attendance levels are broadly average. These reflect a range of childhood illnesses suffered by children at this age and the small minority of parents and carers who take extended holidays for family and religious reasons.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	1
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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	
Children's achievement and the extent to which they enjoy their learning	2
Taking into account:	
Children's attainment ¹	3
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	3
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

Children make excellent progress in all areas of learning because adults pay meticulous attention to each child's personal and social needs. This results in happy, secure children with a thirst for knowledge and enjoyment in learning. Observations and assessment procedures are carried out regularly and each key worker logs them in individuals' learning journeys. These are shared with parents and carers, on a regular basis, to keep them up to date with the progress their children make. Adults are extremely skilled at extending children's speaking, listening and thinking skills through thoughtful questioning. For instance, a topic on pets led to the setting up of a 'vet's clinic'. The adult on hand extended children's language and thinking skills as they chatted to one another about the medical needs of their sick pets and discussed what was needed to improve the health of the animals. Activities such as watching baby chicks and butterflies hatch give children a real purpose to speak and write, accompanied by a deep appreciation of the world around them.

The highly creative curriculum presented both indoors and in the exciting outdoors environment provides children with tremendous opportunities to investigate and explore continually. Come rain or shine, children investigate with avid curiosity, fun and laughter as they, for instance, play 'hide and seek' or search in the beach role play area for the pirates' lost coins and treasure. Such activities contribute to the outstanding progress children make in their personal, physical, creative and problem-solving skills. Information and communication technology skills develop well with excellent opportunities for mathematical and language acquisition readily available.

Adults know and care for the children exceptionally well. 'There is always someone on

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hand to listen' and, 'Staff have contributed to my child being an open and confident three-year-old', are typical of parents' and carers' positive views. Close teamwork and review of learning by children and adults ensure that progress is continuous and rapid. Well thought out support is provided, from expertise within the school and from the excellent links established with external health agencies for those children with special educational need and/or disabilities. Within key worker groups, adults attend to the learning needs of a small group of children, matching activities extremely well to each child's interests and level of skills. The school works extremely hard with parents and carers to improve attendance levels.

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?

The headteacher's enthusiasm, drive and commitment have been 'caught' by all adults who work in this inspirational school. Teamwork, support and respect for children and adults alike are reflected in a strong commitment to equality and diversity. This celebrates and extends the particular qualities of individual children and their families exceptionally well. Purposeful personal reflection by all adults of the quality of their teaching, continual opportunities for professional development and taking part in peer assessments ensure that monitoring and evaluation of practice are open and built into the school's development extremely well. Outstanding links with parents and carers ensure that the personal needs of the children are met well. Excellent partnerships within the local community extend opportunities for children to develop their knowledge of the world in which they live. Resources are well deployed and the school provides outstanding value for money. Exemplary safeguarding procedures which are central to all the school does contribute very effectively to children feeling extremely safe and enjoying school immensely. The school promotes community cohesion well in terms of informing children of cultural and religious diversity. However, although governors support and challenge the leadership effectively in most areas, they are not fully involved in measuring the impact of community cohesion links on children's learning.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
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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 leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1 1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
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
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

Almost all of the 59 parents and carers who replied to the questionnaire are very content with the quality of education and care provided. Comments include, 'Staff are wonderful and my child loves nursery,' and again, 'Parents and the receiving primary schools are equally praising of the nursery's role in preparing children for the next stage of their education.' The inspectors found no reason to disagree with these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bradley 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 inspector received 59 completed questionnaires by the end of the on-site inspection. In total, there are 140 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	72	20	28	0	0	0	0
The school keeps my child safe	51	71	20	28	0	0	0	0
The school informs me about my child's progress	38	53	29	40	5	7	0	0
My child is making enough progress at this school	39	54	31	43	0	0	0	0
The teaching is good at this school	42	58	29	40	1	1	0	0
The school helps me to support my child's learning	37	51	31	43	4	6	0	0
The school helps my child to have a healthy lifestyle	40	56	31	43	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)	32	44	36	50	0	0	0	0
The school meets my child's particular needs	34	47	35	49	1	1	0	0
The school deals effectively with unacceptable behaviour	36	50	33	46	0	0	0	0
The school takes account of my suggestions and concerns	37	51	32	44	0	0	0	0
The school is led and managed effectively	46	64	24	33	0	0	0	0
Overall, I am happy with my child's experience at this school	47	65	22	31	0	0	2	3

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"> ■ 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.



01 March 2010

Dear Children

Inspection of Bradley Nursery School, Nelson, BB9 7QH

Thank you all for making my visit to your happy nursery so enjoyable. It was wonderful to see how eager you are to learn about all kinds of new things and that your behaviour is outstanding. I was very pleased at how much you can do by yourselves – without any help from adults.

I loved watching you learn while you played. I especially liked seeing you play together, for instance playing and sharing outdoors with the younger children from the children's centre or working with your headteacher discovering how far your snacks had travelled to get to your nursery school. You have great fun both indoors and outdoors and are very busy all the time, finding out new things. All this fun and hard work mean that, by the time you move into Reception, you have learnt many new skills in speaking, listening and how to solve problems which will help you as you grow older.

You go to an outstanding nursery school. Your special adults take extremely good care of you to help you to keep safe but they still let you try things out for yourselves. When I listened to you, all I could hear were your happy chattering voices as you worked and played together. Your parents and carers agree that everyone works very hard to make things fun and enjoyable for you.

Your nursery school is led and managed extremely well and the headteacher and other adults are always looking for ways to make it even better. I have asked the governors to find out just how much you know and remember about the links you have with others in your community. I hope you continue to have a lovely time.

Yours sincerely

Mrs Clare Henderson

Lead Inspector

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