

Woodfield Nursery School

Inspection report

Unique Reference Number	119088
Local Authority	Lancashire
Inspection number	339341
Inspection dates	14–15 July 2010
Reporting inspector	Anna Dawson

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Mrs Hilary Clarkson
Headteacher	Mrs Rosalind Wilson
Date of previous school inspection	17 May 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons. All three teachers and the teaching assistants were observed. Meetings were held with the governors, staff and groups of parents and carers. The inspectors observed the work of the school and that of children, and looked at school policies, records of meetings, assessment and monitoring information, curricular planning, individual education plans and the school improvement plan. In addition, 40 parental questionnaires were received and analysed.

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

- how well the different groups of children achieve from their starting points
- whether the teaching meets the needs of all groups of children
- how well outdoor learning contributes to children's learning and development
- the effectiveness of the priorities to raise standards.

Information about the school

The vast majority of children are from Asian heritages and speak English as an additional language. A large majority are at a very early stage of learning English. The proportion of children with special educational needs and/or disabilities is above average overall. None of the children has a statement of special educational needs. The nursery has two sessions and children either attend in the morning or the afternoon.

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

This is a good school. Comments from parents and carers such as, 'the staff are passionate about early years education which is evident in my child's happiness', are a reflection of the outstanding care, guidance and support given to children. The children love coming to school and feel exceptionally safe and secure.

The school is fully inclusive. There are high quality partnerships with outside agencies to promote children's learning and well-being and to provide support for families. It is not surprising that the parents and carers value and support the nursery. As one parent said, 'I have always found the staff willing to do whatever they can to help out the parents'. Most children first start in the nursery with low skills compared to those typical for their age. Right from the beginning, relationships between children and their key workers are extremely strong. Great care is taken to get to know each child and their particular interests and needs. As a result, the children soon feel extremely safe and secure and go on to make good progress and achieve well in all areas of learning. This includes children with special educational needs and/or disabilities and those for whom English is an additional language. Progress is most rapid in the development of children's personal and social skills. Those at the early stage of learning English as an additional language make rapid progress in their understanding of English. Overall, children leave Nursery having reached the levels expected of them. However, the progress children make in speaking English is not as rapid. When planning activities, the staff follow the interests and needs of the children well and question them well to promote thinking and learning about their activities. Consequently, children are interested and motivated to become independent and explore their activities. The staff record their assessments of children's achievements and use them well to plan challenging activities in children's social, language and mathematical skills. In children's physical and creative development and their knowledge and understanding of the world, the achievements are not as well recorded. This means that opportunities are sometimes missed to challenge children further in these areas of learning.

There is exceptionally good direction and leadership demonstrated by the headteacher. The staff work well as a team are successful in ensuring children's well-being and their good achievement. Considering the good improvement from the last inspection and the accuracy of the school's self-evaluation and determination of the staff to succeed, the school has good capacity to improve further.

What does the school need to do to improve further?

- Raise standards further in children's speaking skills for those at an early stage of

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learning English as an additional language, by:

- providing further opportunities for children to practise their speaking skills
- making the best use of resources to promote children's speaking skills.
- Refine the assessments of children's progress in their physical and creative development and of their knowledge and understanding of the world, to consistently plan challenging activities to meet children's individual needs.

Outcomes for individuals and groups of children**2**

Children achieve well from their starting points. For example, following the story of 'The Owl Babies', children were excited to learn about owls and looked forward to some of them visiting school. When they were shown to the children, the children became engrossed in learning about their food, sizes and ages. With encouragement, they overcame their fear to stroke their feathers. This led to children spontaneously drawing the owls to record the visit. The end of the session became a social as well as an educational one, as parents and carers enjoyed joining in when they came to pick their children up from school.

From low starting points, nearly all children make good progress. Those at the early stages of learning English receive good bilingual support from staff, enabling them to make rapid progress in understanding English. Children with special educational needs and/or disabilities make good progress as their needs are identified quickly and met well. Relationships between the children and staff are extremely good. Strong links are developed from when children first come to nursery. This results in children feeling extremely secure, which enables them to participate in all activities on offer.

Consequently, children enjoy learning, play together very well and make particularly good progress in their personal, social and emotional development.

Attendance is about the same as most other Nursery schools and has risen since last year because of the effective procedures in place. Children have a good understanding of how to stay healthy and enjoy snacks of fruit and vegetables, including the lettuce they have grown in the garden, and know that milk and water are good for them. They maintain good hygiene and independently wash their hands when they need to. Children enjoy their outdoor activities which provide them with plenty of exercise. Their developing social, language and mathematical skills, as well as confidence in using information and communication technology, lay the foundation for later learning. Children willingly take on small responsibilities, such as tidying away their resources. Their spiritual, moral, social and cultural development is good overall, with social development as the strongest element. The children join in a variety celebrations of cultures and faiths different from their own.

These are the grades for children's outcomes

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

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

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

How effective is the provision?

The staff take excellent care of the children. Right from the start there are strong links made with the key workers, who work with parents and carers to support and develop children's personal, social and emotional development. As a result, the children are happy and sociable. When they need help they are confident in approaching their key worker or other members of staff, who ensure their needs are met. The staff are skilled in deepening children's thinking and build up their knowledge and understanding when talking and questioning children about their activities. However, while children are developing good listening skills, their speaking skills develop at a slower pace, because at times adults miss opportunities to encourage children to talk more about what they are doing. The staff use their recorded assessments of children's learning well to plan the next learning steps in social, language and mathematical skills. In other areas of learning, assessments are not always as effectively recorded or used in order to challenge children in their learning. The curricular activities are varied and interesting. They inspire children to investigate and find things out for themselves, because the staff build on the children's needs and interests. Children's knowledge and understanding of the wider world is enhanced by the many outings and trips to the community and visitors into school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher provides extremely good leadership in setting the direction for improvement and promoting an exceptionally inclusive school. The staff are hardworking and show good teamwork. They know their roles and responsibilities and manage them well. They are particularly effective in their key worker roles. Self-evaluation is accurate and the school is effective in implementing the aims and priorities for improvement. For example, the staff are successful in narrowing the gap in children's achievement by raising standards, particularly in children's personal, social skills, their understanding of English and listening skills.

Safeguarding has a high priority, policies are of good quality and there are effective procedures in place to ensure children's safety. The staff fully meet the requirements for children's welfare and have a good understanding of policy and procedures. Community cohesion is promoted well. Relationships between children of different ethnic backgrounds are harmonious. The children gain a good awareness of others' faiths and cultures through the celebration of festivals, visits to the local community and visits from the community faith leaders. There are effective international links and developing links with another school in a different White British community.

There are effective partnerships with parents and carers. The parents and carers get good information about their children's progress at termly progress meetings and through their end of year report. The school encourages them effectively to be partners in their children's education and development, for instance, through the key worker system, and to participate in the many outings and celebrations that are organised. There are excellent links with other agencies to ensure that pupils' needs are met, particularly those with special educational needs and/or disabilities and those whose circumstances have made them most vulnerable.

Governors are supportive and knowledgeable and effective in challenging the school. They know the overall strengths and areas for development well and are developing effectively their skills in monitoring and evaluating the impact of their work. The school gives good value for money.

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

Views of parents and carers

The questionnaires and discussions with parents and carers show that overall, they are very supportive and say that their children enjoy coming to school. Parents and carers are appreciative of the high quality care and support provided by the staff. This is evident in comments such as the school, 'has been nothing but very supportive and have always taken care of my child'. A very few have concerns. The nursery is well led and managed and meets the needs of the children well. The inspection finds that behaviour is good and that children make good progress overall, but that they could make more progress, especially in the development of their speaking skills in English. The inspection also finds that parents and carers get good information about their children's progress, and that the nursery effectively helps parents and carers to support their children's learning at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Woodfield 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	70	10	25	0	0	0	0
The school keeps my child safe	30	75	8	20	1	3	0	0
The school informs me about my child's progress	22	55	15	38	2	5	0	0
My child is making enough progress at this school	20	50	17	43	2	5	0	0
The teaching is good at this school	21	53	16	40	1	3	0	0
The school helps me to support my child's learning	22	55	14	35	2	5	0	0
The school helps my child to have a healthy lifestyle	24	60	12	30	1	3	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)	20	50	16	40	2	5	0	0
The school meets my child's particular needs	20	50	16	40	3	8	0	0
The school deals effectively with unacceptable behaviour	17	43	17	43	3	8	1	3
The school takes account of my suggestions and concerns	19	48	15	38	4	10	0	0
The school is led and managed effectively	25	63	12	30	2	5	0	0
Overall, I am happy with my child's experience at this school	25	63	13	33	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.



16 July 2010

Dear Children

Inspection of Woodfield Nursery School, Nelson, BB9 5BE

Do you remember when I came to see your nursery? This letter is to thank you for making me feel so welcome and for the lovely flowers you gave me. I shall tell you what I found out. I know that you enjoy all the activities at school and you like being with your friends. You behave well and get on well with one another. Your key workers take exceptionally good care of you so you feel extremely safe and secure. They teach you well so you make good progress. You enjoy your snacks and know that drinking milk and water and getting lots of exercise keeps you healthy. I really enjoyed the two days I spent with you, especially when the owls came to visit. I have a lovely photograph of holding TJ the eagle owl!

There are two things that would make your school even better. The teachers and other staff work hard to help you learn. I am asking them to help you learn to talk even more about the things you like doing. The teachers are going to look at their plans to help you enjoy some of your activities even more than you do now. I know you love coming to nursery and will carry on coming so you don't miss anything.

I shall always remember my visit to your school. Thank you for making it so enjoyable.

Yours sincerely

Mrs Anna Dawson

Lead inspector

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