

Wyndham Park Nursery School

Inspection report

Unique Reference Number	120364
Local Authority	Lincolnshire
Inspection number	339675
Inspection dates	21–22 January 2010
Reporting inspector	Keith Williams

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

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The local authority
Headteacher	Debbie Butcher
Date of previous school inspection	8 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent observing learning, including visits to 12 lessons. Six teachers were seen and meetings were held with staff and two governors. Inspectors observed the school's work, and looked at the school's strategic plan, safeguarding documents and those relating to their health and safety, and 82 questionnaires returned by parents.

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

- the school's evidence that children make good progress and attainment is above that expected
- the extent to which children take up the opportunities that promote their personal development, particularly those relating to healthy lifestyles and their sense of safety
- how well staff use assessment information to set targets and plan for the next steps in children's development
- the extent to which governance and monitoring have improved.

Information about the school

This small school serves Grantham and the surrounding villages. A wide range of backgrounds is represented, with most children being of White British heritage. Eleven per cent are learning English as an additional language. Children are admitted in September each year and up to 52 part-time places are offered. They are taught in two classes. About thirteen per cent have been identified with speech and language difficulties. In addition, there is an eight place assessment class (the green room) for children with wide ranging and significant needs, including autism. Amongst its nationally recognised awards, the school has Healthy School status and the International award. The headteacher was appointed in September 2007.

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 is our third child at this nursery and I cannot thank or praise enough the teachers and staff for giving such an excellent start to our children's education and start in life. Wyndham Park Nursery is such an asset to Grantham.' This view sums up the overwhelming appreciation parents and carers have for the outstanding education and care their children are given. The school's success is founded on excellent leadership, teaching and support, and results in children making outstanding progress in their all-round development, whatever their background or ability. Children thoroughly enjoy all that the school offers, work very hard, behave exceptionally well and concentrate for impressively long periods. They are very well prepared for their future education.

New arrangements for an earlier start to sessions are working well and the children's staggered arrival contributes to the calm and supportive atmosphere that welcomes them. After warm greetings, children hang up their coats and are immediately ready to get started. Relationships are very positive and children are soon attracted to their first activity of the day, playing happily with friends or adults alike. The staff provide a wide range of interesting and exciting options and they ensure there are plenty of opportunities for children to choose what to do for themselves. When children first join the school, their skills are broadly typical of children of this age, although there is a wide range of attainment and a few children are new to learning English. The staff know each child well, based on the information gleaned from home visits and very careful assessments of their capabilities soon after they start school. They are very skilled at nurturing each child, and this means that they are able to provide the right kind of activities and support from a very early stage. Throughout the day, staff make excellent use of their on-going assessments to modify activities and pinpoint the next steps in learning for each child. Because their needs are so well met, children achieve exceptionally well and, by the time they leave, many are working at levels well in advance of those expected. Children in the green room make rapid progress, too, because staff provide a warm, friendly environment, create well thought-out individual programmes, often supplemented by excellent links with outside agencies, and ensure they are fully integrated into the life of the other classes.

Under the guidance of the excellent headteacher, staff and governors share a high level of commitment to providing the very best for children. They keep a close check on all aspects of provision and have a clear and accurate picture of what is working well and what might improve. The views of parents and other stakeholders are taken fully into account. Staff recognise, rightly, that there is scope to extend ways in which children's views are gathered and acted upon when making decision about the provision. As a result, plans are in hand to develop a 'children's forum'. Areas for improvement

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identified in the last inspection have been tackled robustly, levels of attainment are higher and children's progress has accelerated. This shows that leaders are exceptionally well placed to sustain further improvement.

What does the school need to do to improve further?

- Implement plans to extend children's involvement in decision making.

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

Children of all abilities learn at a rapid pace in all areas of learning and levels of attainment are well above those expected. Parents are pleased with the progress made by their children, one noting, 'I couldn't be happier. Fantastic nursery. My child loves it and is progressing in leaps and bounds.' More able children thrive on the extra challenge provided for them. Many children are confident and articulate speakers who are able to draw on their experiences and interests, and contribute thoughtfully to formal and informal discussions. When talking about pets, for example, one boy remarked that, 'some chinchillas have pink eyes'. The children took great delight in using their knowledge of rhyme to make 'silly soup'. Louis (a puppet) often forms the focus of discussions and this strategy is used well by staff. Those new to learning English make rapid progress because of the individual attention they receive, so they soon gain confidence and engage with other children. Children with special educational needs and/or disabilities, including those with speech and language difficulties, make great strides in their learning because of the exceptional help and support they are given. Staff promote children's learning in problem solving, reasoning and numeracy skilfully. Every opportunity is taken to encourage children to count or explore patterns, for example by counting the spots on a ladybird, checking that the 'bug' on the computer has the right number of tails or giving change in the Chinese restaurant. They make music enthusiastically and enjoy exploring the properties of a wide range of materials, including 'gloopy' paint!

Children make excellent progress in their personal development. Very positive relationships and exemplary behaviour are clearly visible signs of the school's success in promoting a strong moral and social code. All of the parents who returned the inspection questionnaire indicated that the school keeps their children safe and, in a discussion led by Louis, pupils confirmed how safe they feel. They play with a high regard for the safety of others and have a very good understanding of how to eat healthily: 'you need five a day!' explained one. The Healthy School award is a strong indication of the school's commitment to this important aspect of children's development. Their independence is promoted further by giving children responsibility for deciding when they want to take their snack. Children enjoy playing energetically in the stunning outdoor area and make excellent progress in their physical development. They contribute to the smooth running of the school through opportunities such as collecting registers, switching music on and off and helping to keep notices up-to-date. Plans are in hand to extend their involvement through a children's forum. Children's

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preparation for their future economic well-being is enhanced by their good levels of attendance and excellent progress in the early skills of reading, writing, counting and using computers. The celebration of a wide range of festivals, such as Chinese New Year, adds to their cultural awareness.

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	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
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	2
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

Staff provide exceptionally well for children's learning and welfare and this makes a significant contribution to their progress. They offer a bright, exciting and stimulating learning environment and a careful balance of activities indoors and outside. Staff keep a very close check on children's progress. They observe activities carefully and their assessments are used thoughtfully to plan the children's next steps. Over time, these assessments build up to form excellent 'learning journeys' that show how well children are progressing. The computerised system of recording children's progress provides a clear picture of the progress made by individuals and groups of children. Throughout the day, because staff know the children well, they are able to provide the right amount of

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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help or challenge. They question well and encourage children to explain their thoughts and extend their speech. This is an improvement since the last inspection.

Staff plan an excellent curriculum that uses and expands children's interests. Resources, from the exceptional outdoor area to the interactive whiteboards and musical instruments, are plentiful, high quality and extremely well used to promote learning in all areas. Children have regular access to computers, and visitors and visits to local places of interest enhance their enjoyment. Further afield, the school has well established links with a school in New Zealand, and children took great delight in finding out about Louis' exploits when he visited that country for a holiday.

The staff team ensure that children work and play in a safe environment. Excellent support for children with special educational needs and/or disabilities, including those in the green room, contributes to their rapid progress. Induction systems prior to children joining the Nursery are very thorough and help children to settle quickly. Links with other schools are strong and the vast majority of parents agree that their children are well prepared for the next steps in their education.

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 has very high expectations of herself and her colleagues, who share her ambition for continual improvement. Every step is taken to safeguard and protect children. Very robust checks are made of the suitability of adults to work with children and potential risks are identified and eliminated. Systems to monitor the school's work have improved since the last inspection and staff and governors are fully involved. A combination of more settled governing body membership, well thought-out specific responsibilities and regular training means that governors have an excellent understanding of how well the school is doing and how it should develop next. Senior staff keep a close check on the teaching and learning and, together with the information they gain from children's assessments, this enables them to plug gaps in children's learning and set an impressive agenda for improving provision.

The school benefits from an excellent partnership with parents, the vast majority of whom are pleased with the difference the school makes for their children. Other links are very strong, too, including the PEEP (Peers Early Education Partnership) group for

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parents and toddlers and the wide range of specialist agencies that support children's learning and welfare. Staff promote equality of opportunity extremely well. They ensure that discrimination is eliminated and have audited their impact on community cohesion. Staff have created a very cohesive and inclusive nursery that, as well as reflecting and evaluating itself, looks outward for inspiration, for example to the nursery in the Gambia, for whom the school is actively engaged in fund raising. This commitment is reflected in the school's International Award and contributes to children's understanding of the world beyond the local area.

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

Views of parents and carers

Those parents who responded to the questionnaire are overwhelmingly supportive about the school and were unanimous in their agreement with the large majority of questions posed. Inspectors agree with these positive views. A very small minority indicated that they would like more information about their children's progress. Inspectors found that the school provides a very good range of information and staff are readily accessible to parents, both informally and on regular formal occasions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Wyndham Park 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 82 completed questionnaires by the end of the on-site inspection. In total, there are 106 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	82	15	18	0	0	0	0
The school keeps my child safe	70	85	12	15	0	0	0	0
The school informs me about my child's progress	49	60	30	37	3	4	0	0
My child is making enough progress at this school	52	63	30	37	0	0	0	0
The teaching is good at this school	63	77	19	23	0	0	0	0
The school helps me to support my child's learning	57	70	24	29	1	1	0	0
The school helps my child to have a healthy lifestyle	58	71	22	27	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)	49	60	27	33	1	1	0	0
The school meets my child's particular needs	59	73	21	26	0	0	0	0
The school deals effectively with unacceptable behaviour	55	67	26	32	0	0	0	0
The school takes account of my suggestions and concerns	50	61	30	37	0	0	0	0
The school is led and managed effectively	65	79	17	21	0	0	0	0
Overall, I am happy with my child's experience at this school	66	80	16	20	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

Overall effectiveness of schools inspected between September 2007 and July 2008

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

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

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

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ 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.



23 January 2010

Dear Children

Inspection of Wyndham Park Nursery School, Grantham, NG31 9BB

Thank you for being so friendly when we visited your nursery. It was lovely to watch you in your classrooms and outside. I was very pleased to see that you behave really well and get on so well together. I could tell how much you love going to school. Your nursery is excellent and here are some of the reasons:

- the adults care about you very much and make sure you are safe
- they are excellent at helping you to learn and giving you the right kind of help
- there are lots of interesting and fun things to do
- the adults keep a close check on your learning so they know what you should learn next
- your headteacher leads the school really well.

Even though your school is excellent, your headteacher and the other adults want it to get even better. You can help them by keeping on behaving well and working hard. They are planning to develop a children's forum, so that they can hear what you think about the nursery, and this is the right thing to do. I am sure they will explain their plans to you.

I wish you and your parents good luck for the future - and please say 'hello' to Louis for me.

Yours sincerely

Keith Williams

Lead inspector

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