

Westfield Nursery School

Inspection report

Unique Reference Number	123951
Local Authority	Stoke-On-Trent
Inspection number	340457
Inspection dates	18–19 May 2010
Reporting inspector	Karen Ling

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	38
Appropriate authority	The governing body
Chair	Mrs Tanya Fynney
Headteacher	Mrs Gillian Farnworth
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by one additional inspector. The inspector visited 10 sessions or parts of sessions, saw nine teachers and assistants and held meetings with governors and staff and spoke to children, parents and carers. The inspector observed the school's work and looked at a range of evidence including: the school improvement plan; the tracking of children's progress; the work the children were doing; and questionnaires completed by 36 parents and carers.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- learning and progress for all groups of children and how well they achieve from their starting points
- how well children develop skills for the future
- the impact of partnerships on the quality of provision and outcomes for children
- how effectively community cohesion is promoted.

Information about the school

Westfield Nursery School draws children from a diverse range of cultural and social backgrounds. Many children are from the British Asian community and are learning English as an additional language. A broadly average proportion has special educational needs and/or disabilities. The headteacher is head of centre for the children's centre which is located on the school site. It provides a range of facilities and support for families in the community. Registered childcare provision operates from within the children's centre. The children's centre and the registered childcare provision were not inspected during this visit. They are subject to separate inspections and reports.

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

'My child absolutely loves coming to this Nursery and I would recommend it to anyone.' 'My child loves every minute.' These comments expressed by some parents, and echoed overwhelmingly by others, support the view that Westfield Nursery is outstanding. Children thrive here and are totally engrossed in their play from the moment they arrive in the morning. The headteacher is inspirational and has established a highly effective team of staff who set high expectations for themselves and each child. Clearly defined procedures underpin excellent practice. However, not all written policies are made available to staff, parents and volunteers as required by the Early Years Foundation Stage.

One of the key strengths of this Nursery is the outstanding engagement with parents, carers and families. Staff are highly committed to working in partnership with families and are proactive in offering workshops on a range of parenting and child development issues. These are always well attended. In addition many parents are volunteers and the invitation to join their child for lunch as a 'special guest' is very popular. As one parent said, 'The school gets parents really involved in the child's learning.'

When children enter Nursery many have skills well below those typical for their age. Those of different abilities and ethnicity, children with special educational needs and/or disabilities and those learning English as an additional language, all make exceptional progress and achieve outstandingly well. This is because teaching is consistently effective and every member of staff is finely tuned into each child's individual needs and level of development. Their highly skilful intervention and support ensures that every child makes great strides in their learning over time. Ongoing assessment is integral to everyday practice; however, the analysis of the progress made by different groups of learners is not as sharply refined. Consequently, the governing body is not fully informed as they support the work of staff in improving outcomes for children.

The success of the school is underpinned by the outstanding leadership and management of the headteacher who sets ambitious targets and ensures the school maintains its outstanding effectiveness. Since the last inspection her role has extended to that of head of centre for the on-site children's centre. The integrated services for the children and their families are having a positive impact on children's outcomes. The impact of collaborative working has built on the success of the Nursery, which has an excellent capacity to improve further.

What does the school need to do to improve further?

- Refine the analysis of learning and progress and of the achievement made by all

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groups of children, so that the governing body is more fully informed and able to support the work of the staff in improving outcomes for all children.

- Ensure all the required written policies for the Early Years Foundation Stage reflect established practices and are shared with all staff, parents, carers and volunteers.

Outcomes for individuals and groups of children

1

Children arrive joyfully in the morning, settle easily and know the routine really well. They develop very good independence, hanging coats and bags on their pegs and selecting a library book or activity with their parents and carers. The breadth of activities on offer is very appealing and quickly engages children in play and exploration. Parents and carers are always welcome to stay for a while and children encourage them to join in, for example, crawling through the newly formed tunnels outside.

Children's current knowledge and skills, as well as the school's own data, show that overall, children achieve outstandingly well from their starting points. They enter Nursery with skills well below those typical for their age, particularly in early language development. By the time they transfer to Reception classes most are reaching levels expected for their age and some exceed these levels in some aspects. They make rapid progress because of the highly skilful intervention from staff and the excellent bilingual support for those children who join the Nursery with little or no spoken English. The highly stimulating indoor and outdoor play environments enable children to engage and learn in relevant and meaningful ways. Children are highly motivated to try new things out, such as the pulley system, practising and reinforcing their skill of lifting and lowering buckets across the day. Children are able to make choices for themselves and are never at a loss about what to do next. The chicks are a real attraction at the moment. Children explain how they hatched overnight and were 'there in the morning' and they show concern for living things as they stroke the chicks with great care.

Children practise linking sounds and letters and when ready are encouraged to form letters, with some attempting to write their own and other people's names. For example, they make invitations for their lunch time 'special guest'. They love singing and often join in with nursery rhymes, which play in the background, as they paint or play with the dough. The development of children's language and numeracy skills are a strong focus of the Nursery and staff utilise every opportunity to teach, encourage and reinforce learning. As a result children very naturally use extended sentences and show a developing knowledge of mathematical language and concepts in their play. They enjoy using the range of information and communication technology resources including robots and walkie talkies. The builder's yard, developed from children's interests, is proving exceptionally popular, particularly with the girls. Children use their imagination very well. They don fluorescent jackets and hard hats, look at plans then climb steps and use pretend tools and wooden blocks to build their house. The use of real safety signs in and around the play areas and the continuous reminders and explanations from staff ensure that children are very safety conscious. Children move freely between indoor and outdoor spaces. Staff are highly vigilant and ensure children are well supervised and their welfare and learning needs consistently supported. Children play

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enthusiastically outdoors using a range of equipment. They are enabled to take risks in a safe environment as they run up and roll down the hills, balance on logs and climb apparatus. Lunch time is a social occasion enjoyed by all. Meals are delicious and with the fresh fruit snacks received during the day, children receive a balance of healthy and nutritious food. Fresh drinking water is always available and children know and follow good hygiene routines independently. Children's achievements and excellent personal and social development are underpinned by the very positive and trusting relationships they share with their key worker and other staff and prepares them very well for the next step in their education.

These are the grades for children's outcomes

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

How effective is the provision?

Excellent procedures are in place for introducing children to the Nursery, ensuring that parents, carers and staff work closely together to help children settle very quickly. The indoor and outdoor environments provide children with a wealth of new and familiar experiences. Activities are extremely well planned and resourced and have very clear

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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learning intentions which are explained to children. Teaching is outstanding because all staff know each child very well and how best to move them on in their learning. The school has taken part in the 'One Step at a time' initiative for the early identification of language difficulties. This has been very successful over the last two years, with children's outcomes in relation to communication, language and literacy improving significantly as a result.

Staff's enthusiasm is infectious. They share their daily observations of children's achievements with obvious delight. These daily planning discussions ensure that vital information about children's next steps is used to inform the next day's activities. Staff constantly encourage children to extend their vocabulary; new words are introduced in every activity with an explanation of their meaning. The key worker sessions, small nurture groups and bilingual story sessions, ensure that every child receives close attention and support each day. Bilingual support staff provide a very effective layer of extra support and have a positive impact on the quality of children's learning and their personal development. Teachers and staff make learning fun and challenging and promote high level thinking and problem solving throughout the day.

Collaborative partnership working, in particular with the children's centre, enhances the curriculum further. The community police officer regularly visits the Nursery and takes part in story telling sessions and the Chair of Governing Body leads a signing session each week. Recently, the school has established a Forest School project. A local woodland park is visited on a termly basis giving children wonderful opportunities to explore the outdoors. The school is constantly pursuing ways of involving the community even more. This totally inclusive environment has the care and well-being of every child at its very core. Highly effective partnerships with local schools ensure that children are well prepared for their transition to primary school.

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?

Leaders and managers provide a very clear sense of direction and are unwavering in their determination to help all children achieve to the best of their ability. Morale amongst staff is high. All are involved in reviewing current practice and are totally committed to overcoming any barriers to learning and improving children's life chances as reflected in the school's achievement of the, 'Stoke Speaks Out Communicating with

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Confidence' award.

Very comprehensive policies and procedures underpin the exceptional practices of the Nursery and all learning and development and welfare requirements are met. Written policies are available for the vast majority. Safeguarding procedures are rigorous and procedures followed effectively. All required systems and procedures are in place to check and record the suitability of employees and volunteers to work with children. There is a strong commitment to ensuring every child is treated with equal concern and fully included in the provision of the school. Consequently, equality is promoted effectively and any form of discrimination is pro-actively tackled.

The school has an excellent understanding of its strengths and areas for improvement. For example, it has highlighted the need to have a more informed overview of children's progress in relation to the six areas of learning. However, this aspect requires a more searching analysis of the outcomes for different groups of learners.

The school is highly inclusive and the promotion of community cohesion is outstanding. Opportunities that develop pupils' awareness of other faiths and cultures in their own community are sensitively integrated into the curriculum in ways that are meaningful, for example, through visits to places of worship and celebrations of different festivals. Staff work tirelessly to engage with parents and carers and to extend links with the local community. Parents, carers and grandparents are invited to lunch and the 'bring your dad to nursery' day is yet another example of getting parents involved in their child's learning. It has recently established links with a school in another part of the country and has developed partnerships with a nursery school in Pakistan and a children's centre in Malawi.

Governors are fully supportive, provide challenge and fulfil their statutory duties well. Many have been connected with the Nursery for a number of years and bring a good knowledge and sense of stability to the leadership. They seek the views of parents and carers and use available information on children's progress to evaluate the effectiveness of the Nursery and to inform priorities for development.

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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1

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

Views of parents and carers

An overwhelming number of parents and carers who returned questionnaires or who spoke to the inspector are supportive of the school's work, agree that their children enjoy coming to Nursery and feel safe. Written and verbal comments overwhelmingly express their delight at the dedication of staff and the excellent progress their children make.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Westfield 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 38 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	89	4	11	0	0	0	0
The school keeps my child safe	33	92	3	8	0	0	0	0
The school informs me about my child's progress	28	78	8	22	0	0	0	0
My child is making enough progress at this school	26	72	9	25	1	3	0	0
The teaching is good at this school	31	86	4	11	1	3	0	0
The school helps me to support my child's learning	29	81	7	19	0	0	0	0
The school helps my child to have a healthy lifestyle	33	92	3	8	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)	27	75	7	19	1	3	0	0
The school meets my child's particular needs	26	72	9	25	1	3	0	0
The school deals effectively with unacceptable behaviour	25	69	9	25	0	0	0	0
The school takes account of my suggestions and concerns	27	75	8	22	0	0	0	0
The school is led and managed effectively	31	86	4	11	1	3	0	0
Overall, I am happy with my child's experience at this school	34	94	1	3	1	3	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.



Dear Children

Inspection of Westfield Nursery School, Stoke-on-Trent, ST3 1QZ

Thank you so much for showing me around your Nursery and inviting me to lunch when I visited recently. What a wonderful Nursery you have. It is outstanding! You do so many different things each day and have so much fun. I was so impressed with how much you can do and how much you learn. Your mums and dads and carers are really pleased with how well you are doing and told me just how much you enjoy the Nursery. Your teachers and the governors make sure your school is a safe place to be and you are learning. I was really pleased to see how well Mrs Farnworth and your teachers look after you and how well you are learning to look after yourselves. You are given so many opportunities to talk and listen to each other and your teachers know how important this is. They know exactly what to do to help each one of you and think you are all very special. It was good to see you playing outside in the fresh air too. You all get on so well together and behave brilliantly. Well done all of you.

Your teachers keep a record of what you know and can do and I have asked them to use the information they have even better so that they and the governing body are confident that every one of you is always doing as well as you possibly can. I have also asked them to write some instructions down so that everyone who works at the Nursery knows exactly how things should be done.

You are a credit to your school. It is no wonder your teachers love being with you each day. Keep trying as hard as you do. I wish you and your families all the best for the future.

Yours sincerely

Mrs Karen Ling

Lead inspector

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