

Taywood Nursery

Inspection report

Unique Reference Number	133372
Local Authority	Lancashire
Inspection number	341382
Inspection dates	16–17 November 2009
Reporting inspector	Sarah Drake

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	58
Appropriate authority	The governing body
Chair	Mr Keith Buchanan
Headteacher	Mrs Gail Murphy
Date of previous school inspection	4 September 2006
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Introduction

This inspection was carried out by two additional inspectors, one of whom looked specifically at safeguarding procedures. The inspectors visited eight lessons and held meetings with the headteacher, other staff and two governors. The inspectors chatted individually with many of the children and listened to some parents' views. They observed the school's work and looked at children's work, the school's self-evaluation, assessment and tracking information, improvement plans, safeguarding records, governing body minutes, 12 parent questionnaires and five staff questionnaires.

- the development of children's language skills, to determine whether the quality of teaching is sufficiently strong
- the use of observations and assessment in planning activities that cater for children's different needs
- the effectiveness of the new systems recently introduced, to determine the quality of leadership and management.

Information about the school

This small school serves a dense, urban area in which many families face challenging circumstances. The great majority of children are of White British heritage; a small number are of Asian or African heritage. The percentage of children who speak English as an additional language is very low. An above average proportion of children have special educational needs and/or disabilities, mostly related to speech and language difficulties. Children are admitted on a part-time basis in the term after their third birthday. Since September 2009, the Nursery has been part of a pilot scheme, offering 15 hours nursery education a week on a flexible basis. The headteacher took up her post in February 2009. The Nursery achieved Investors in People status for the third time in 2008.

The Nursery headteacher and chair of governors are directors of the extended services day care provision which is available on the same site. This provision is separate from the Nursery and was not subject to this inspection. A separate inspection report for the extended services provision is available 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?

2

The school's capacity for sustained improvement

2

Main findings

Under the determined, sensitive and skilful leadership of its new headteacher, the Nursery continues to provide its children with a good quality of education. This enables them to make good progress so that the great majority transfer into their Reception Year at other schools with skills that are broadly within the expectations for their age, although few have skills higher than this. Particular strengths are the children's excellent behaviour and their independence, confidence and sheer happiness. 'I am overwhelmed at how my son has progressed at Taywood, he has become a very strong minded, independent child,' is typical of parents' and carers' positive comments about the Nursery.

Children blossom at Taywood because the bright, well-organised environment, both inside and outdoors, encourages them to explore, experiment and enjoy themselves. Coupled with all the interesting resources and activities, staff provide a warm welcome and treat each child with respect. They offer the children first-rate levels of care, guidance and support and the Nursery works in outstanding partnership with other agencies to enhance the provision for all children. Adults record their observations of individuals' actions, comments and interests, and use these to adapt the activities on offer. For example, the recent development of raised beds for growing vegetables sparked children's interest in what is in the soil and this led to the making of a wormery to further their knowledge and understanding of the world. Staff are not yet as successful in ensuring that the activities provide the right level of challenge for children of different abilities, particularly those who are more able.

Since her arrival, the headteacher has led a comprehensive review and analysis of the Nursery's strengths and areas for development, providing plenty of opportunity for all those who have an interest in the school to contribute. The resulting development plan, with its clear success criteria and prioritising of actions, is already being implemented to good effect. Staff are clear about their different responsibilities. Using the new tracking progress document, they have already noticed for themselves that, for instance, they have accumulated less information about individuals' mathematical development than for other areas of learning. While governors fulfil their statutory duties satisfactorily, they do not yet play a full enough part in holding the school to account for the quality of education that it provides. However, the strong teamwork among staff and evidence of successful changes already made indicate that there is good capacity for the Nursery to improve further.

What does the school need to do to improve further?

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- Increase the challenge provided for children by:
 - using the information gained from observations and assessment to plan for those with different abilities
 - ensuring that all adults capitalise on learning opportunities and use open-ended questioning to extend children's thinking
 - increasing the opportunities provided to develop children's mathematical skills.
- Strengthen the impact of the governing body by:
 - ensuring that all members fully understand their role and responsibilities, especially with regard to assuring the quality of education provided
 - broadening governors' overview of the school's work to help them ask pertinent questions about all aspects of its performance
 - ensuring governors contribute more rigorously to school self-evaluation and strategic planning.

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

The great majority of children join the Nursery with all round skills that are well below those expected for their age. Many communicate by using one or two word comments and choose to play alone rather than with others. In response to the good quality provision, all children, including those with special educational needs and/or disabilities, achieve well. Most children listen to and follow instructions, talk in simple sentences and some are eager to share their experiences with others. As they choose their own name cards, they show their understanding that written words convey meaning and some give meaning to the marks they make themselves, for example, on the top of their paintings. Children can chant a sequence of numbers, for example, as part of a game, and fit shapes correctly into simple puzzles. They develop positive attitudes to learning, cooperating with adults, concentrating for considerable lengths of time and they are prepared to collaborate with others.

In the bright, well-organised and inviting environment, children settle quickly. They demonstrate how comfortable they feel at Nursery through the way that they confidently comply with routines and decide for themselves whether, for instance, they wish to play outdoors or inside. Because all resources are clearly labelled and fully accessible to the children, they independently seek their coats, put on the Nursery's impressive rainwear or select and fix new paper to the painting easel. The children take good care to, for instance, skirt round others who are sitting on the floor and some notice others' needs, such as the child who instinctively offered a hand to a friend who was having trouble moving his elaborate collage to the drying table. Good relationships abound and the children fully include those who are different from themselves, responding positively to the good role models provided by staff. The children are beginning to grow aware of the wider community. They thoroughly enjoy their healthy snacks, carefully pouring their own milk and commenting, for instance, when the jug 'is nearly empty' and they understand which foods will help them grow strong. They relish

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opportunities to run freely outdoors, clamber over an obstacle course, or pedal furiously round the bike track. Their exhilaration at flying kites on a very windy day demonstrated their sheer joy in life

These are the grades for children's outcomes

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	2
Children's behaviour	1
The extent to which children adopt healthy lifestyles	2
The extent to which children contribute to the school and wider community	3
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?

Staff's effective use of praise and obvious pleasure in the children's company help children to enjoy their sessions and rapidly learn new skills. Good organisation and planning ensure that all the required areas are covered, with staff using their daily meetings to capture children's enthusiasms and incorporate these into future activities. Recent changes to the organisation of sessions, with an increased focus on the teaching of specific skills in small groups, are providing useful opportunities for key persons to observe precisely individuals' understanding of, for instance, rhyming words. Staff engage well with the children and successfully join in their games to develop their language, sustain their concentration and extend the activity. For example, an adult's suggestion of adding water greatly enhanced two boys' play with the 'cement mixer' in

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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the large container filled with dry sand, and led to one noticing that the water had disappeared into the sand, 'like down the plughole.' On occasion, although staff generally encourage children's personal independence, some are too quick to show them how to do something or to explain an item's purpose rather than asking questions designed to help the children think for themselves. Sometimes, staff fail to notice children who have not yet picked up a key concept, such as identifying a shape that differs from the others, or do not provide more challenge for those who show their competence in an area. In lesson planning and in individuals' 'learning journeys' staff seldom identify possible opportunities to tailor adults' interactions with children according to their known skills.

The strong provision for children with significant communication difficulties enables them to participate fully in all the fun. Close working with outside specialists, extra staffing, visual clues to enhance children's ability to make themselves understood and home school communication booklets all help, in the words of a parent, 'to make my son valued and show he is like all the other children'. Effective induction procedures, including excellent liaison with staff at the on-site day care, ensure children have a very positive start to their education. Staff's warm relationships with all children and knowledge of their specific circumstances create an atmosphere in which they feel confident to share any anxieties. Perceptive observation and pursuit of concerns about individuals, including close liaison with family support workers, promotes children's safety and has significantly improved the attendance levels of some.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching Taking into account: The use of assessment to support learning	2
	3
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?

Through her sharply analytical approach, appreciation of others' strengths and gentle, inclusive manner the new headteacher has successfully established a positive team with a clear sense of purpose. The inclusion of staff in decision making and the provision of in-service training and extra time in which to carry out the increased expectations mean that they are willingly taking on new responsibilities and already recognise the benefits for the children. Other senior staff have led developments related to the recording of children's achievement so that these are now closely aligned to the different phases identified in the Early Years Foundation Stage. Staff's skills in this area are beginning to develop well. The Nursery works well to ensure that all are treated equally. With

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improvements in the recording and reliability of data, it is becoming possible to analyse the progress and achievement of different groups. Within the Nursery and local area staff successfully promote community cohesion through, for example, celebrations for Eid, Diwali and Christmas. The leadership is well aware of increasing expectations in this area and has already identified this as a priority for development in the coming year. Parents have good access to information about their children's activities and, also, about the support available from other services. Governors are supportive, especially over practical matters and now have a curriculum sub-committee, but do not yet fulfil their role of critical friend to best effect.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The overwhelming majority of parents spoken with and those who responded to the questionnaire are very happy with the Nursery's provision. They greatly appreciate the easy communications with staff and also how happy their children are. The inspection agrees with their positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Taywood Nursery 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 12 completed questionnaires by the end of the on-site inspection. In total, there are 58 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	11	92	1	8	0	0	0	0
The school keeps my child safe	10	83	2	17	0	0	0	0
The school informs me about my child's progress	9	75	3	25	0	0	0	0
My child is making enough progress at this school	9	75	2	17	1	8	0	0
The teaching is good at this school	9	75	3	25	0	0	0	0
The school helps me to support my child's learning	8	67	3	25	1	8	0	0
The school helps my child to have a healthy lifestyle	10	83	2	17	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)	8	67	3	25	0	0	0	0
The school meets my child's particular needs	9	75	2	17	0	0	0	0
The school deals effectively with unacceptable behaviour	8	67	3	25	1	8	0	0
The school takes account of my suggestions and concerns	9	75	3	25	0	0	0	0
The school is led and managed effectively	9	75	3	25	0	0	0	0
Overall, I am happy with my child's experience at this school	10	83	2	17	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.



18 November 2009

Dear Children

Inspection of Taywood Nursery, Burnley BB11 5AE

Thank you very much for being so friendly to me and the other visitor when we came to your Nursery a few weeks ago. You made us feel very welcome and it was very kind of you to invite us to join in your fun. Our job was to see how well your Nursery staff look after you, help you to enjoy yourselves and learn to do new things. You told us, and we could see for ourselves, how much you enjoy your time at Nursery and we think that all the staff are doing a good job in helping you to learn.

One of the best things is the way that the adults listen to you and use your ideas to help them plan exciting things for you to do. This means that every day is interesting for you. They also listen really well to you if you are feeling sad or want to share with them what you did at the weekend. They help you to get really good at putting on your own coats and helping to find things and tidying up. You take very good care of each other and behave really well so that everyone enjoys their time at Nursery.

Your new headteacher and the other adults have already made some changes in Nursery to make it even better for you. I have asked them to make sure that they help you to learn new things even more quickly, whether you find them easy or more difficult. I have also asked the governors to check even more closely how well the Nursery is doing so that they can help it to get better and better.

I hope that you continue to have as much fun as you do now, making new friends and learning new things. Thank you, again, for helping me to enjoy my time at Taywood.

Yours sincerely

Sarah Drake

Lead inspector

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