

# Netherton Park Nursery School

## Inspection report

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<b>Unique Reference Number</b>	103766
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	355451
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Turner
<b>Headteacher</b>	Helen Ruffles
<b>Date of previous school inspection</b>	11 September 2007
<b>School address</b>	Netherton Park Netherton Dudley
<b>Telephone number</b>	01384 818255
<b>Fax number</b>	01384 818258
<b>Email address</b>	info@neth-nur.dudley.sch.uk

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<b>Age group</b>	3–5
<b>Inspection dates</b>	15–16 September 2010
<b>Inspection number</b>	355451

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by 2 additional inspectors who looked at children's learning in 11 sessions both in day care provision (kindergarten) and in the nursery. Ten early years practitioners were observed, meetings were held with staff and members of the governing body, and informal discussions were held with parents. Inspectors observed provision both in the kindergarten and in the nursery. Inspectors examined children's learning profiles, curriculum plans, safeguarding documentation and outdoor provision, and evaluated 17 parental questionnaires and 8 staff questionnaires

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

- the progress of children with special educational needs and/or disabilities, those learning to speak English as an additional language and those who are most capable
- the development of children's skills in calculating and early writing
- how staff use information from their observations of children to plan the next sequences in learning
- how well leaders evaluate the effectiveness of the nursery's provision on children's outcomes

## Information about the school

The nursery is part of a children's centre offering integrated and sessional care, education with wraparound provision. Forty five full time equivalent 3-4 year old children attend the nursery, and up to 50 children aged 12 weeks to 4 years attend kindergarten which consists of a baby's room and a rainbow room for pre-nursery children. There are 90 children on roll in the kindergarten who take up sessions as and when parents require child care facilities.

The nursery hosts an enhanced provision service for eight children in the morning with complex special educational needs and/or disabilities and for six children in the afternoon with moderate learning difficulties. The nursery also provides six sessional places for children with severe and complex neurological difficulties who have been referred by the local health authority.

Almost a third of the children have special educational needs and/or disabilities of which seven have statements of special educational need for speech and language, behaviour and physical disabilities. The large majority of children attending the nursery are of White British origin. A fifth of the children attending the nursery are learning to speak English as an additional language. They are of mostly Pakistani heritage with a small minority from a diverse range of Asian and African heritage.

**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

The nursery provides a good quality of education and day care for the children. Its strengths include excellent relationships with parents, children's outstanding knowledge of keeping safe and healthy eating, impeccable behaviour and excellent progress by all groups of children in personal, social and emotional development, and speaking and listening. Children are confident learners who are well prepared for their next steps of education. Opportunities to develop self-confidence permeate all aspects of children's learning and independence is encouraged, especially for children with special educational needs and/or disabilities. Partnership with parents is excellent. One delighted parent said, 'I would walk over hot coals to get my child into this nursery because of the excellent care, guidance and support all children receive'.

Children enter the setting with skills that are below those seen in children of a similar age, especially in speaking and listening, problem-solving, reasoning and numeracy, and in personal, social and emotional development. By the time they leave the nursery they attain the expectations for their age in all areas of learning other than early writing and calculation. Achievement is good overall for all groups of children including those with special educational needs and/or disabilities and those learning to speak English as an additional language. Progress in early writing and calculation for more capable children is only satisfactory because staff are not yet regularly using information from observations to plan the next steps of learning, and there are missed opportunities in both play and focused activities for teachers to model these skills. Children achieve well because of excellent pastoral care guidance and support, very rigorous safeguarding procedures, equal access to all learning opportunities and good quality teaching.

Children in the kindergarten achieve well and make good progress because of the high quality provision for their welfare and safeguarding. They too make very good gains in speaking and listening and are confident and independent learners.

Children's excellent knowledge of feeling safe is seen in children undertaking their own risk assessments in relation to the dangers of playing outside. They know not to run on the climbing frame and take great care to slide down in a safe and appropriate manner. As a result of the consistent application of the behaviour policy, discussed and endorsed by the parents, children's behaviour throughout the nursery is exemplary. Children who have special educational needs and/or disabilities also behave very well and those who have statements for behaviour difficulties are increasingly aware that sometimes they have to put their own needs aside for the benefit of their friends.

Children's contribution to school and to the local community is good. Children are gaining a growing awareness of the part they play in taking care of the environment.

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Links with the global community are satisfactory. While children learn about the main religious and cultural festivals there are some missed opportunities to teach them about lives of children in different countries. Self-confidence permeates all aspects of children's learning and independence is encouraged at all times especially for children with special educational needs and/or disabilities. Attendance is good, there are no unauthorised absences. Parents say that children want to come to nursery even if they are ill. The nursery is successful because leadership and management at all levels, including governance, are good. It is a truly inclusive setting where staff ensure that some children's many complex needs are met as a result of well focused continuous professional development. School self-evaluation is accurate but the school improvement plan, while highlighting all the correct issues for improvement, does not outline clear success criteria. This prevents governors from evaluating the impact of provision on outcomes even more effectively. Good partnerships with agencies enable parents to be sign-posted to the help their children need. This contributes to good learning.

Accurate self-evaluation and carefully targeted actions ensure that the nursery has good capacity to sustain improvement. Since the last inspection children have maintained excellent behaviour and made outstanding progress in speaking and listening.

**What does the school need to do to improve further?**

- Raise standards for more capable children in writing and calculation by ensuring that information from observations is continuously used to plan the next steps of learning and that every opportunity is used to model correct letter and number formation.
- Provide more opportunities for children to learn about the lives of children from other cultures by planning these opportunities into play and focused group work.
- Ensure that success criteria are clearly identified in the school development plan to aid governors in their role of monitoring and evaluating the impact of provision on outcomes.

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

Children are well prepared for their next stages of education, they enjoy and achieve well because they can articulate their needs and are confident learners. This is largely due to good teaching and curriculum provision. Outstanding relationships with staff enable children to feel safe and develop good attitudes to learning. Children learning to speak English as an additional language make good gains in learning due to the skilled interventions of the bi-lingual support staff. Children with special educational needs and/or disabilities, including those with statements of special educational needs, achieve well because all staff have high expectations of them and offer encouragement at all times.

The nursery buzzes with staff talking positively to children and giving them the confidence to succeed in their activities. In creative development children develop into excellent listeners paying attention to music and knowing when to join in with their

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percussion instruments. Learning in the forest school, which enables children to marvel at the changing colours of nature and the various colours of butterflies, for example, contributes to their good spiritual, moral, social and cultural development.

Technology is used well. More capable children can complete drawings on the interactive whiteboard of perfectly formed faces. Children's good physical prowess is encouraged by the use of a very well designed outdoor learning environment which provides plenty of opportunities for running, building, climbing and planting flowers and vegetables.

Children have excellent knowledge of healthy eating. They make informed choices between white and brown bread and enjoy picking apples off the tree. Good gains in learning mathematical vocabulary, and understanding shape and space, are made by all children but more capable children are not given sufficient opportunities to record what they know.

Children's personal development and well-being are excellent because adults provide warm physical and emotional care, so that children feel exceptionally safe and thrive in both learning and development. Learning throughout the nursery for all children is fun, exciting and engaging resulting in them being well-prepared for future learning.

Children's contribution to the nursery and wider community is good; they learn about sustainable environments and enjoy gardening and eating their own, home-grown vegetables.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Children's attainment <sup>1</sup>	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
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>

<sup>1</sup> 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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<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Key workers understand how young children learn through play and know precisely when to intervene in children's play activities. A very caring and professional approach, underpinned by strong teamwork, results in children's good progress. Consistency in routines and a very high emphasis placed on developing children's language contributes to their good learning. Staffs' expectations are high and spoken language is modelled well.

Children's senses are stimulated through a good range of quality resources and learning opportunities. The sensory room is particularly effective for children with special educational needs and/or disabilities who need some quiet time. Younger children in kindergarten play in the ball pit eagerly handling both large and small balls of different textures. Staff adjust the well thought-out learning opportunities to match children's interest levels and the uniqueness of each child is valued. Staff know about children's favourite toys, routines and styles of learning. For example, when playing with different materials one child was transformed into a bride with her key worker being her bridesmaid. Good partnerships with a range of services, including an artist in residence, ensure that children's needs are expertly met. Children learning to speak English as an additional language are encouraged to use their first language so that they feel safe and secure in learning and in time they are speaking in English to their friends.

Excellent attention to welfare and safeguarding contributes to children feeling exceptionally safe and secure in learning. The excellent care, guidance and support and quality of wraparound care are much appreciated by parents, who can go to work knowing that their children are enjoying learning and achieving well.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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The headteacher is determined to give the children and their families the best start to their education. Equality of opportunity underpins all aspects of the nursery's work. All barriers to children's learning are acted upon promptly due to the good links with other agencies who act swiftly in providing support. Focused leadership in providing a seamless approach both to care and education has been instrumental in the nursery's continued success since the previous inspection. A key feature of leadership and management is that embedding ambition and driving improvement is effective and has been brought about by a very high emphasis placed on monitoring teaching and learning and giving pointers for development. Furthermore, staff are given every opportunity to become expert at what they do due to good continuous professional development. 'We are all one happy family here,' said one member of staff. 'It's great getting up in the morning knowing that your work throughout the day will be appreciated.'

Safeguarding of children expertly meets all statutory requirements. Staff are very well trained in all aspects of keeping children safe and are alert to their needs. Self-evaluation is accurate. Governors fulfil their statutory duties and are fully aware of the nursery's strengths and areas for development. The nursery's promotion of community cohesion is good, particularly within the local community, but links with global communities, while satisfactory, are not yet fully developed. All resources are deployed well to achieve value for money as evidenced by the good outcomes of all groups of children.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>



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## **Views of parents and carers**

Parents are overwhelmingly supportive of the nursery. There were no negative comments only praise for the hard work of the staff. Parents are exceptionally pleased with their children's safety and their enjoyment of learning. 'My child loves nursery so much he doesn't want to come home and he says that his teacher is his best friend' said one delighted parent. Parents say that their children's emotional, social and academic needs are very well met by a highly qualified staff.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Netherton 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 inspection team received 17 completed questionnaires by the end of the on-site inspection. In total, there are 79 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	15	88	2	12	0	0	0	0
The school keeps my child safe	16	94	1	6	0	0	0	0
The school informs me about my child's progress	14	82	3	18	0	0	0	0
My child is making enough progress at this school	12	71	5	29	0	0	0	0
The teaching is good at this school	14	82	3	18	0	0	0	0
The school helps me to support my child's learning	10	59	7	41	0	0	0	0
The school helps my child to have a healthy lifestyle	14	82	3	18	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)	11	65	4	24	0	0	0	0
The school meets my child's particular needs	13	76	3	18	0	0	0	0
The school deals effectively with unacceptable behaviour	12	71	5	29	0	0	0	0
The school takes account of my suggestions and concerns	12	71	5	29	0	0	0	0
The school is led and managed effectively	13	76	4	24	0	0	0	0
Overall, I am happy with my child's experience at this school	15	88	2	12	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of children.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



17 September 2010

Dear Children

Inspection of Netherton Park Nursery School, Dudley, DY2 9QF

Thank you for making us feel so welcome in your nursery. It was lovely to see you enjoying yourselves so much. You are absolutely right about how fantastic your nursery is. You attend a good nursery and here are some of the many strengths:

You learn well and make exceptional progress in speaking and listening and understanding your emotions and how to play and behave with your friends.

You have good attitudes to learning and your behaviour is excellent.

Your teachers are good at their job and they provide exciting tasks for you, especially in the Forest School.

Everybody looks after you so that you feel really safe and know who to go to when you are feeling a bit under the weather.

The headteacher, other staff and the governing body are good at running your nursery and make sure that you are well prepared for your next steps of learning.

Your parents and carers are given excellent help from your teachers in order to help you learn.

Your headteacher knows what needs to be done to make your nursery even better but we have asked her to help your governors work out if they are spending money on the right things by giving them a little more information in the 'school improvement plan.

We have asked your teachers to help you make even better progress in writing and number by showing you more precisely how to do this in your daily activities. We have also asked them to help you learn more about the lives of children from different countries. You can all help by choosing more activities that help you with your writing and number work and choosing books and toys that help you learn about children of your age in different countries.

Yours sincerely

Bogusia Matusiak-Varley

Lead inspector

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