

Madeley Nursery School

Inspection report

Unique Reference Number	123347
Local Authority	Telford and Wrekin
Inspection number	340320
Inspection dates	28–29 January 2010
Reporting inspector	Anna Coyle

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	Ms Helen Lawrence
Headteacher	Mrs Louise Lowings
Date of previous school inspection	3 March 2007
School address	Bridle Road Telford TF7 5ET
Telephone number	01952 388210
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Age group	3–4
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Introduction

This inspection was carried out by two additional inspectors. The lead inspector visited 14 activity sessions, and observed all three teachers and the nursery nurses. The majority of time (55%) was spent observing learning. The inspector also held meetings with the headteacher, deputy headteacher and representatives of the governing body. Observations were made of a staff meeting, and documents scrutinised included assessment and tracking information and children's journals. Inspection questionnaires were received from 46 parents, 12 members of staff and 64 children.

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

- The effectiveness of teaching and the curriculum in developing communication, language and literacy and boys' early writing skills
- The use of assessment data to track, guide and support children's progress, especially those who are identified as most able
- The effectiveness of leadership, management and governance.

Information about the school

Madeley Nursery provides part-time provision for children, most of whom are White British. Small numbers of children are at early stages of learning English and first languages include Bengali, Polish and Czech. A few children have special educational needs and/or disabilities, including general learning difficulties and physical impairments. The current headteacher was appointed in January 2009 and the deputy headteacher joined the nursery in September. The vice chair of governors was acting chair at the time of the inspection and four of the governors had been recently appointed.

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

2

Main findings

Madeley Nursery provides an excellent quality of education for its children, which is reflected in the children's excellent enjoyment and achievement, their rapid progress, and the outstanding teaching, care, guidance and support provided for the children.

Children enter the nursery with a range of experiences and some have little knowledge of life beyond their immediate family. The children have knowledge, skills and understanding that vary considerably from below to above the expectations for their age. A few have limited skills in speaking English. All children make outstanding progress, especially in their personal, social and emotional development because the quality of teaching is excellent and there are very well-organised procedures for collecting and using information about children's progress.

Spiritual, moral, social and cultural development is excellent as seen in children's awe and wonder when they were looking at spiders and things that grow. They develop an excellent understanding of how to lead healthy lifestyles and how to keep themselves safe. The curriculum is outstanding and excellent use is made of the impressive outdoor learning area, which has been improved significantly since the last inspection. The exemplary care and support given to the children keeps them very safe and secure, and enables them to settle well and grow rapidly in confidence.

Leadership and management are good. The excellent leadership of the new headteacher is benefiting the nursery significantly because she has quickly identified long-standing strengths and further areas to develop. Very accurate and highly effective self-evaluation procedures have enabled her to develop a clear vision for the future. She and the new deputy headteacher work as an excellent team and, together with the whole staff, they are highly reflective and conscientious practitioners. The governors fulfil their statutory duties well. However, the school development plan is not yet sufficiently detailed and the governors are currently in the process of appointing a new chair and arranging training for new governors. Nevertheless, there is good capacity for future improvement.

What does the school need to do to improve further?

- Strengthen management and governance by:
 - refining the school development plan to make it a more useful management tool
 - appointing a new chair and finalising the arrangements for training new governors.

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Outcomes for individuals and groups of children

1

Children settle very quickly to the warm, friendly and welcoming environment of the nursery and make considerable progress in all areas of their learning. Initially, although a significant number lack confidence and skills to communicate with others and a very small number are at the early stages of learning English, all make outstanding progress and achieve exceptionally well. Children with additional needs also make outstanding progress towards their individual targets. When they leave the nursery, most children attain skills that are above the expectations for their age. Children from all backgrounds and abilities are prepared exceedingly well for their future learning.

From the beginning, staff focus on helping the children to become familiar with new routines and adapt to their new surroundings. Children grow rapidly in confidence and, from being quiet and timid at first, they become eager, happy learners who enjoy their time at the nursery immensely. This was illustrated in the spontaneity and great joy shown during a dance session and when children discovered that colours such as blue and yellow combine to make green! Speaking and listening skills develop quickly and this helps promote creative development, particularly during imaginative play opportunities. As they become more confident, the good attention provided by staff in planned activities increases children's skills in early reading and writing. Progress in these areas is excellent and the most able children achieve particularly well. The current focus on boys' writing is having a strong impact on their learning.

Children make excellent progress in acquiring knowledge of problem solving, reasoning and numbers. They also increase their physical skills very well, as seen when manoeuvring wheeled toys and climbing in, on and under large equipment. Progress in developing children's knowledge and understanding of the world is excellent in areas related to living and growing things such as looking at the life-cycle of a frog. Computers and visual aids are used extensively by staff and children to extend learning, and the excellent use of cameras helps to capture special 'magic' moments for them.

Children's behaviour is excellent because the teachers and nursery nurses have high expectations of them to which they respond readily. Attendance is excellent. Most children understand the difference between right and wrong and relationships between them are amicable. They know how to keep themselves safe even when they become excited, such as during dance sessions with a visiting specialist. Children make a good contribution to the nursery community and love to help take responsibility for putting things away and tidying up. They know that fruit and vegetables, such as apples and carrots, are good for them and that exercise and fresh air help them grow strong.

These are the grades for children's outcomes

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

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

How effective is the provision?

Teaching is outstanding and enables children of all abilities to learn rapidly. Staff show a great deal of warmth and love to the children which means that they settle easily at the beginning of each day. Children with additional needs such as physical disabilities are very well supported, enabling them to make considerable progress. Teachers work effectively with key workers and nursery nurses to take responsibility for a wide range of well-planned activities. All staff encourage the children to join in practical activities and they use questions very skilfully to encourage them to think hard. Staff quite rightly put a lot of emphasis on children choosing activities for themselves so that they learn to become independent and confident. Children particularly enjoy using the attractive outdoor areas, which are well resourced and stimulating. There are plenty of toys and play areas and a new garden full of plants and interesting bugs to investigate with magnifying lenses from the 'Lab'.

Very caring staff keep a watchful check on the children and guide them exceedingly well. All adults use early assessment information meticulously to pinpoint attainment and enable the children to make rapid progress. This includes those at the early stages of learning English and those who have specific learning difficulties or disabilities. The most able children are challenged well to do their best at all times.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
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Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms	
The quality of teaching Taking into account: The use of assessment to support learning	1 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 new headteacher is energetically helping to move on what was already a successful school and is ably supported by the new deputy headteacher with whom she works in excellent harmony. The management of teaching and learning is good. The nursery is developing further opportunities for continuing professional development for all teaching staff and key workers. Governors take their responsibilities seriously. They meet regularly and are well informed about what happens in the nursery. Together with senior staff, they monitor and evaluate the work effectively. The current development plan is due to be reviewed shortly and new governors are keen to develop their knowledge through training.

The nursery's excellent focus on home visits and links with groups of parents whose children are due to start school are of great benefit. They help children to settle well and assist parents in developing a real involvement in their children's learning. The staff are extremely effective in promoting equality of access and opportunity for the children. The school actively promotes cohesion between the different groups in the local and wider community and this has a positive impact on children's learning. Safeguarding procedures are excellent and careful checks are made of all those who work in the school.

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 Taking into account: The leadership and management of teaching and learning	2 2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	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

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The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The parents who responded to the inspection questionnaire and those spoken to during the inspection are unanimous in their appreciation of what the nursery provides. Their comments refer accurately to: 'enthusiastic' 'patient' and 'approachable' teachers in a 'fantastic nursery' where, 'there is excellent support for children and parents'. Parents rightly believe that staff care for their children very well. They strongly believe that their children are kept safe and that they enjoy their time at the school. No significant areas for improvement were identified by parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Madeley 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 46 completed questionnaires by the end of the on-site inspection. In total, there are 77 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	80	9	20	0	0	0	0
The school keeps my child safe	42	91	4	9	0	0	0	0
The school informs me about my child's progress	42	91	4	9	0	0	1	2
My child is making enough progress at this school	42	91	3	7	0	0	0	0
The teaching is good at this school	43	93	3	7	0	0	0	0
The school helps me to support my child's learning	37	80	9	20	0	0	0	0
The school helps my child to have a healthy lifestyle	36	78	10	22	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)	31	67	11	24	0	0	4	9
The school meets my child's particular needs	41	89	5	11	0	0	0	0
The school deals effectively with unacceptable behaviour	36	78	8	17	0	0	2	4
The school takes account of my suggestions and concerns	41	89	5	11	0	0	0	0
The school is led and managed effectively	42	91	4	9	0	0	0	0
Overall, I am happy with my child's experience at this school	43	93	3	7	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.



1 February 2010

Dear Children,

Inspection of Madeley Nursery School, Telford, TF7 5ET

Thank you for helping me to find out about all the things that you do when I visited your nursery. I enjoyed talking to you and would like to share with you some of the things I found out:

I think you have a lot of fun at nursery and I particularly liked to see you dancing happily to music and playing in the exciting outdoor area

You all behave extremely well and understand that eating fruit and vegetables and getting plenty of exercise helps you to be healthy and strong

The adults who look after you are very caring and kind. They give you lots of help when you need it

You are all making excellent progress and you are learning a lot

I think the headteacher leads the nursery exceptionally well and has lots of ideas about how things can improve.

There is just one thing I have asked the nursery to do better - it is about helping the people who lead it. Part of what they must do is for all the adults to get together and write a really good plan for the future. All of you can help your nursery too by making sure that you remember to try hard all the time and enjoy everything you do.

Yours sincerely

Anna Coyle

Lead inspector

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