

Flatts Nursery School

Inspection report

Unique Reference Number	107592
Local authority	Kirklees
Inspection number	377610
Inspection dates	29 February 2012–1 March 2012
Lead inspector	Andrew Clark

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 sections 49 and 50 of the Childcare Act 2006.

Type of school	Nursery
School category	Maintained
Age range of pupils	2–5
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	The governing body
Chair	John Disken
Headteacher	Julie Helm
Date of previous school inspection	3 December 2008
School address	Ashworth Green Dewsbury WF13 2SU
Telephone number	01924 325290
Fax number	01924 325290
Email address	office.flatts@educirklees.net

Registered childcare provision	321640 Flatts Nursery School and Children's Centre
Number of children on roll in the registered childcare provision	25
Date of last inspection of registered childcare provision	November 2007

Age group	2–5
Inspection date(s)	29 February 2012–1 March 2012
Inspection number	377610



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

Andrew Clark

Additional inspector

This inspection was carried out with two days' notice. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection. He observed four teachers teaching seven lessons and parts of lessons, including a joint observation with a member of the school's senior leadership team. Children were also observed in the registered childcare provision. Meetings were held with the Chair and other representatives of the Governing Body and school staff, including senior and middle leaders. The inspector observed the school's work and looked at a number of documents, including the school development plan, safeguarding and behaviour policies, and minutes of the governing body meetings. The inspector analysed 43 questionnaires from parents and carers, together with those completed by children and staff.

Information about the school

The nursery serves the Flatts area of Dewsbury and feeds into about eight different primary schools. All the children attend on a part-time basis. Almost three quarters of the children are from minority ethnic backgrounds and most speak English as an additional language. The remaining children are from White British backgrounds. There is a small proportion of disabled children and those with special educational needs.

Registered early years provision is managed by the governing body and was inspected at the same time as the nursery provision. There is also a Resourced Provision Assessment and Diagnostic Unit for disabled children and those with special educational needs which was also inspected at the same time.

The school has achieved several awards including Investors in People and Kirklees Healthy Choice award.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school. The very high ambition, sense of purpose and enthusiasm of the headteacher are shared by all staff and the governing body. The school is constantly seeking to improve further. As a result, children’s achievement is outstanding. All groups of children, including disabled children and those with special educational needs, make excellent progress. Children with English as an additional language are also exceedingly well prepared for the next stage in their learning. Parents and carers are very positive about the school’s provision.
- The quality of teaching is outstanding. Every member of staff has an excellent understanding of each child’s different needs and quickly identifies any barriers to learning. The outstanding planning thoroughly covers all elements of the nursery curriculum through highly engaging and relevant activities. Indoor provision and outdoor provision are equally effective. However, the outdoor provision in the good registered childcare provision is less well established. The excellent procedures to assess and record children’s progress form the backbone of planning.
- Children’s behaviour is excellent. All staff have high expectations of children’s behaviour and establish outstanding relationships through the key worker system. There is a strong emphasis on the importance of consideration for others and keeping safe. Children are very independent within a secure environment. As a consequence, they face new experiences with enthusiasm and confidence.
- Self-evaluation procedures are very accurate. School improvements are based on thorough analysis of children’s progress and very skilful monitoring of teaching. High-quality performance management of teachers’ work and a very strong commitment to effective training ensure the highest standards in all elements of the school’s work. The school provides excellent opportunities to promote the children’s outstanding spiritual, moral, social and cultural development. There is a highly stimulating curriculum based firmly on children’s needs and interests.

What does the school need to do to improve further?

- Extend the good quality of provision in the nursery school to that of the registered childcare by:
 - improving outdoor provision to fully promote all areas of learning.

Main Report

Achievement of pupils

Children relish the wide range of learning opportunities throughout the school. They move confidently between the outdoor and indoor areas and show great imagination in combining different resources to extend their learning. They settle very quickly into their groups and thoroughly enjoy responding to their new learning. They show high levels of confidence in choosing from the wide range of activities throughout the sessions. They show great imagination in combining resources to good effect, such as using the climbing frames and pipes in the sand trays in their roles as fire fighters and police officers. They thoroughly enjoy taking different roles in their learning, such as being jungle animals in their excellent work on Africa. Progress in reading is particularly good, with children listening carefully to stories, suggesting what might happen next and handling books with care. They make rapid progress in language and communication, and numeracy, because of a combination of fast-paced and exciting adult-led sessions combined with rich and varied independent activities.

The large majority of children enter the school with skills which are well below those typically expected for their age. A very small minority of children enter with skills above the expected level. By the end of Nursery the majority have reached the expected levels and the more able children have reached higher levels than expected for their age. The school is very successful at boosting the achievement of all groups of learners and preparing them well for the next phase of their education.

Disabled children and children with special educational needs achieve very well. They particularly benefit from the expertise and experience of the Resourced Provision Assessment and Diagnostic Unit. The children's individual needs are extremely well known to all staff who take every opportunity to reinforce earlier learning, especially through songs and rhyme. More able children rise to the challenge that is provided and are delighted to share their new learning with the rest of their group. Children with English as an additional language make outstanding progress in acquiring language skills. They gain great confidence in extending their vocabulary and the support they receive in their first language enables them to access all of the curriculum from the start. Parents and carers have a very positive view about the progress their children make and the inspection confirms this.

Quality of teaching

All staff have an outstanding knowledge of how children learn and of the ways to motivate and challenge them. They make excellent use of very carefully focused questions to extend children's understanding and extend their learning. Staff make extremely effective use of songs and chants to grab children's attention and reinforce key messages. Adults have an excellent understanding of each other's roles during any part of a session and they complement each other's teaching extremely well. The teaching of early reading, writing and

number skills through fast and friendly focused sessions provides a spring board for very well planned independent activities. They are very well resourced and linked to key themes to make learning even more relevant and secure. For example, puppets, vibrant cardboard cut-outs and masks of elephants and other jungle creatures combined with attractive labels deepen children's understanding of relative size and the appropriate vocabulary to use.

Curriculum activities are thoroughly planned through a detailed analysis of individual children's learning, as well as children's own ideas about what they would like to do next. This is very sensitively recorded and shared amongst all staff. This has a particularly good impact on disabled children and those with special educational needs. Children from the Resourced Provision Assessment and Diagnostic Unit are fully included in the life of the nursery and the expertise of the staff is very well shared. There is a very careful balance in the planning between indoor and outdoor learning, independent or adult-led learning and small groups or whole school activities. Staff plan and use information and communication technology very effectively, ranging from interactive story-telling activities built on the fairy tale themes to children's use of cameras and recording equipment. There is excellent planning and support to meet the needs of the many children with English as an additional language. Accurate assessments, individual targets and the emphasis on language acquisition running through all the nursery's work contribute significantly to the progress they make. All staff contribute to the extremely useful, attractive and informative learning journeys which guide each child's progress. They are monitored rigorously by key workers to ensure children make the best progress they can in all aspects of their learning including their excellent spiritual, moral, social and cultural development. Parents and carers play a valuable role in contributing to these books and sharing targets for their children's learning. Children are clearly very happy in all elements of their learning and parents and carers are very pleased with this. The inspection confirms these views.

Behaviour and safety of pupils

Children's behaviour is outstanding throughout school. The excellent relationships between adults and children have an extremely positive impact on their outstanding spiritual, moral, social and cultural development. For example, children show considerable kindness towards others when sharing activities and taking turns. Even when activities are exciting and physically challenging, such as moving vehicles quickly around the spacious outdoor area or working with tyres and large construction resources, children are very aware of others and play carefully. This is a direct result of the guidance they are given, often through song, and the high levels of independence and responsibility all staff encourage. Parents and carers have positive views about children's behaviour and feel they are well looked after. Children agree. The findings of the inspection reflect these very positive views.

Children feel extremely safe. Boys and girls of many nationalities play happily together. They all have a good understanding of the school rules and of making the nursery a safe place to learn. They develop a good understanding of the impact of their actions on others. There is no tolerance of any intimidation between individuals and no bullying of any kind. Children's attendance is monitored and promoted extremely well. Children are punctual and involved in self-registration. Throughout the curriculum children are very sensitively educated about how to stay safe and healthy. They learn to enjoy and handle resources safely in preparing food and making models. The very good use of sign and graphic language systems helps children with disabilities, those with special educational needs and those who speak English as an additional language to stay safe and feel fully included.

Leadership and management

The energy and enthusiasm of the headteacher seen at the last inspection is extremely well matched by the commitment and capacity of leaders at all levels. The high expectations, modelled by all senior staff, have driven the school forward. All staff take full advantage of many well planned opportunities for professional development through in-house and wider training. The governing body is highly ambitious and very well managed, and makes an excellent contribution to development planning. The accurate self-evaluation involving all leaders ensures the quality of teaching is consistently developing and enriching children's experiences. The governing body and school leaders ensure outstanding promotion of equality in opportunities for all to succeed, and strongly tackle potential issues of discrimination. This extremely harmonious school has successfully narrowed the gap between the achievements of different groups of children. Assessment outcomes are rigorously analysed to identify and eliminate any emerging differences in children's progress so that all groups of learners achieve outstandingly well. The school has very thorough and closely monitored procedures to promote safeguarding, address any concerns and ensure all staff are suitable to work with children.

The curriculum is outstanding in its breadth and balance. The school's commitment to enrich all aspects of children's lives through highly memorable and rich quality learning experiences is a key reason for its continued success. The indoor and outdoor provision is highly imaginative and very appropriate for all children's needs. For example, the sensory room, forest school and large, well planned outdoor area bring all areas of learning to life. The partnerships with many professional support services and the links with the childcare and the Resourced Provision Assessment and Diagnostic Unit all contribute to the wealth of children's experiences. Leaders and managers ensure the curriculum plays a crucial role in promoting children's excellent spiritual, moral, social and cultural development by consistently reinforcing appropriate messages about rights and responsibilities and by celebrating the cultural diversity in the school's population.

The Early Years Foundation Stage delivered in the registered childcare provision

- Children make good progress in each of the areas of their learning. There are particular strengths in their personal, social and emotional development.
- Children get on well together and learn to share and take turns. Their behaviour is excellent and meal and snack times are sociable and very pleasant occasions.
- Babies are well cared for and responsive to many stimulating activities such as songs, stories and rhymes to promote their early communication skills. The well arranged room, which partly replicates a home setting, encourages babies to roll, climb and crawl.
- Well planned classroom activities effectively promote all areas of learning. Children enjoy cutting, sticking, drawing and mark-making for a good range of purposes. Although older children benefit from good opportunities to share the nursery school's outdoor and other provision, the outdoor learning in the childcare provision is less well established for all areas of learning.
- Planning is matched well to children's ages and needs, based on sharply focused observations by staff and good use of tracking systems. The staff are working increasingly effectively in partnership with the Nursery teachers to develop the specific teaching of early literacy, particularly reading skills.
- The deputy manager, who has day to day responsibility for the childcare provision, provides a good role model for her staff and is well supported by the headteacher of the school.
- There are robust systems for checking staff are suitable to work with children and welfare requirements are met.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	2

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



2 March 2012

Dear Children

Inspection of Flatts Nursery School, Dewsbury, WF13 2SU

Thank you for the wonderful welcome you gave me when I visited your school. I thoroughly enjoyed seeing you work and play. You go to an excellent school and I would like to tell you some of the things I found out.

- You all learn many things very well indeed. You are especially good at learning how to talk about things and enjoy stories and books.
- All your teachers work very hard to make learning very exciting. All the classrooms and outdoor areas are full of wonderful things to do. I especially enjoyed the play about an African farmer that the teachers shared with you.
- Your behaviour is excellent. You are very kind to each other and always say 'please' and 'thank you'.
- Your headteacher, staff and governing body are always looking very carefully at everything you do to make sure it is the very best it can be.
- I have asked everyone to help to make the outdoor area in the childcare as exciting as it is in the nursery school.

I wish you all the very best for the future.

Yours sincerely

Andrew Clark
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.