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Cockshutt School Nursery  
Cockshutt CofE Primary School  
Shrewsbury Road  
Ellesmere  
SY12 0JE

Our Reference EY468107

Dear Cockshutt CofE Primary School Governing Body

### **Monitoring for provision judged as inadequate**

An Ofsted inspector, Patricia Webb, monitored your provision on 03/06/2014 following your inspection where the provision was judged to be inadequate.

### **Outcome of monitoring**

As a result of our inspection on 17/03/2014, we sent you a notice to improve. The actions you were set are included at the end of this letter.

During the monitoring visit, the inspector discussed with you the steps you have taken to address the actions raised in the notice to improve. She observed and spoke with the nursery staff and the children as they engaged in activities indoors and outside. She had a discussion with you regarding the action plan and the input from the board of governors in tackling underperformance in the nursery. The inspector also spoke to the newly qualified teacher and the teaching assistant, based in the reception class which operates alongside the nursery. The inspector looked at the daily attendance records for children in the nursery and sampled a number of children's developmental folders. She was unable to speak directly with a representative of the local authority, although you provided a range of documents, outlining the visits made by the local authority and the support that is being delivered. The inspector also spoke to some parents, by telephone, during the monitoring visit.

The inspector found that following the inspection, you held an urgent meeting with the board of governors which was also attended by nursery staff and a senior early years advisor from the local authority. You had been extremely proactive and had devised an action plan prior to receiving the report. This demonstrates a very clear commitment to improve. You are now taking the lead role in managing the nursery and monitoring practice more closely. You have worked effectively with the local authority early years advisors to observe and mentor staff to improve practice and raise staff's expectations about what and how children learn. You have a very realistic view of how it is going to take time to fully embed more effective practice.

You are currently working with a newly qualified teacher in school to take on the role of overseeing the learning and development programmes of the Early Years Foundation Stage in the nursery. This is in order to promote consistency and raise standards as children move from nursery into the school system with a higher level of attainment and school readiness.

Staff are developing their skills in completing more accurate and pertinent observations and assessments of each child's progress. Parents are invited to discuss children's abilities when their child first starts the nursery and this is providing staff with more information about what children can do, right from the start. This means that planning for individual children can commence immediately, in order to maximise their progress. However, you are very aware that staff need time to hone their skills in analysing this information succinctly. They are developing the use of a colour-coded assessment document that tracks each child's progress carefully. This will enable staff to notice any gaps in children's learning and development or identify those children who may require further challenge and extension to reach their full potential. A new planning format has been introduced which explains the characteristics of effective learning for staff. Staff are beginning to refer to these in their observations and are starting to link children's attainment to the different ways in which each child learns. Consequently, outcomes for children are beginning to improve, given the fact that there is a more balanced programme of learning, based on both adult-led and child-initiated activities. Staff are beginning to recognise the wealth of learning that can occur organically in children's day-to-day play. They have yet to fully develop their skills in observing and assessing such learning as it happens.

You have organised further training for staff to promote their awareness and understanding of supporting children with English as an additional language. This is part of the programme for developing multi-cultural awareness within the school. Staff are more aware of their own use of language and offer more spoken English for all children to hear and model. You have developmental records for some children that demonstrates how they are making strides in acquiring spoken English. There are a number of resources that reflect the diversity of the world, including dual language books and small world play figures depicting different cultures. In addition, there is signage, and some annotations on children's work, written in different scripts and languages. This shows all children and their families how their varied backgrounds are valued and respected.

You have kept parents fully informed of the improvements and the action you are taking to raise standards within the nursery. Parents express their deep appreciation of the extended communication that is now taking place. They feel that they now know more about their child's day in nursery and what they have achieved. Parents understand the role of the key person and know who their child's individual carer is. This is contributing to the improved communication and developing the partnership with parents further.

The daily record of children's names and their hours of attendance is now kept more

formally within the nursery. At the visit, it was noted that some children's departure was not being consistently recorded, although further discussion revealed that these were children who leave at the prescribed end of the session. You intend to remind staff about completing these records more accurately. In addressing the Early Years Register actions regarding the attendance records, you have also addressed the actions set for both parts of the Childcare Register.

Having considered all the evidence, the inspector is of the opinion that the setting has taken prompt and effective action to address the points for improvement.

**Next steps**

The next step will be a full inspection.

I hope that you have found the visit helpful in promoting improvement in your setting. If you have any further queries please contact us on the number at the top of this letter.

Yours sincerely

Nick Hudson  
National Director, Early Education

## Actions

Action	Due date	Closed date
promote children's safety at all times by maintaining a record of their accurate hours of attendance to ensure their safety and welfare	31/03/2014	03/06/2014
keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register).	31/03/2014	03/06/2014
keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register).	31/03/2014	03/06/2014
develop staffs' knowledge of how to use observations, assessments and resources effectively to target and support children's next steps in learning, so they make good progress across all areas and are well prepared with the skills they need in readiness for school	31/03/2014	03/06/2014
ensure that initial assessment is accurate and precise for all children by obtaining information on children's starting points on entry to the nursery, in order to precisely support their future learning needs	31/03/2014	03/06/2014
develop effective procedures to make sure staff make accurate individual assessments of children's learning needs, particularly in relation to children with English as an additional language, so that teaching is precise and focused on helping children make as much progress as they can.	31/03/2014	03/06/2014