



Oxclose Community Nursery School

Inspection Report

Unique Reference Number 108751
LEA Sunderland
Inspection number 278040
Inspection dates 11 July 2006 to 12 July 2006
Reporting inspector Mrs Moira Fitzpatrick

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Nursery	School address	Brancepeth Road
School category	Maintained		Oxclose
Age range of pupils	3 to 4		Washington, Tyne and Wear
Gender of pupils	Mixed	Telephone number	0191 2193618
Number on roll	79	Fax number	0191 2193619
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	1 June 2000	Headteacher	Mrs Kay Mills

Age group 3 to 4	Inspection dates 11 July 2006 - 12 July 2006	Inspection number 278040
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This school is about average size for a Nursery and draws children from a wide range of backgrounds. The majority of children are of White British heritage. A very small minority have English as an additional language. The proportion of children with learning difficulties is small and the proportion with physical disabilities is higher than average. Children's attainment on entry is about average.

In 2003, the school was threatened with closure and did not have a substantive headteacher. This, together with difficulties in establishing a full governing body, meant that the school's development slowed for a period. Following the appointment of a new headteacher in 2004 the school has secured its future and has re-established itself well in the community. Since then, the school has worked quickly to develop systems for improvement. It now offers extended care, including a breakfast club and after school provision and has recently been designated a Children's Centre in partnership with the neighbouring primary school. The school is working towards making fuller provision for children with physical and medical needs.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This happy, lively Nursery provides children and their parents with an outstanding, caring environment where they feel very secure and always welcomed. Good quality teaching and a vibrant curriculum help all children to achieve well and reach above average standards from their starting points. Children's personal development is good because children make the most of opportunities to learn about themselves and the world around them and eagerly take on responsibilities.

The headteacher has led the school well since she joined and has established excellent relationships with parents and the wider community. Teamwork in the school is of a very high standard and staff are committed to improving the school further. Governors are supportive and bring a good range of expertise to the service of the school. There is a need now for the school to decide upon a clear structure for management and to formalise its good self-evaluation procedures. The school's effectiveness is good; it gives good value for money because children learn well, develop good relationships and are well prepared for the next stage of education. The school is well placed to continue to improve.

What the school should do to improve further

- Develop a management structure which makes effective use of the knowledge and expertise of all staff to improve the school further.

Achievement and standards

Grade: 2

Children's standards are above average and achievement is good. They all make good progress from their individual starting points in all areas of learning. This year's assessments show that children have made particularly good progress in number and in physical development; standards in writing have improved well this year as a result of the school's emphasis on developing mark making and writing through role play. These improvements are a result of the additional emphasis that the school has placed on these areas and because of the more careful assessment of children's learning that now takes place through direct observation. Children's personal, social and emotional development is good and this is evident in the confident way that they select activities and work independently. Children with learning difficulties and/or disabilities are very well supported so they can join in all activities. They often make very good progress because of the high quality support they receive. This is also true of the children who have English as an additional language and they make the same good progress as their peers.

Personal development and well-being

Grade: 2

Children's personal development, including their spiritual, moral, social and cultural development, is good because they have many opportunities to learn about themselves and the world around them. They are confident and independent, which helps them to learn at a good rate. They show their love of school in their good attendance and their willingness to take part in fund raising events with their families such as the recent 'Race for Life'.

Children arrive at school eager for all that is on offer, quickly settle to well structured routines and behave well. They all understand the need to drink plenty of water and eat 'Five-a-day'. They relish the opportunities for exercise on the climbing frames and wheeled toys they use for play. Children are sensible in their use of equipment and know how to stay safe. They follow the very good example set by the adults around them and copy their caring attitudes in their own relationships with their friends. They are well prepared for the Reception class and are looking forward eagerly to the changes ahead.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because staff have high expectations of what children can do and the children are eager to learn. Since the arrival of the new headteacher, staff have developed thorough assessment of children's learning through direct observation, which they use very well to plan the next steps in learning. They keep detailed records and keep parents regularly informed of how they can help their children to learn at home. This very good partnership gives a noticeable boost to children's learning because the extra support they are given comes at just the right time.

Key workers (staff assigned to specific groups) have a detailed knowledge of children in their group which they use to develop special interests or target any weaknesses. Children with learning difficulties and/or disabilities have specific support to meet their needs. They receive high quality support for all of their learning and are encouraged to develop independence and confidence so that they learn as well as other children. A notable strength in the organisation of teaching and learning is in the use of staff for different roles during each session. This gives all staff the opportunity to evaluate learning, make recommendations for improvements and learn from each other's good practice.

Curriculum and other activities

Grade: 2

All areas of the curriculum are well planned to meet statutory requirements. The school takes an innovative approach to curriculum planning and is constantly adapting the

experiences offered to children. This provides much enrichment to their learning experiences and allows the children to develop special interests and enthusiasms. Resources are imaginatively used and children have good access to creative activities, such as the dance classes that are led by visiting experts. Provision for outdoor learning is very good in the range of learning provided and in the linking of one area with another. The school has good plans in hand to improve this good provision even further in the next year. Evidence from displays and photographs show that children have many good quality opportunities throughout the year to learn about their own and others' cultures and traditions. Opportunities for adventure are provided by activities such as 'camping in the school woods', which the children (and staff) enjoyed immensely.

Care, guidance and support

Grade: 1

All arrangements for health and safety, risk assessment and child protection are in place and ensure that children are very well cared for. Excellent relationships with parents are the strong foundation on which the children's sense of well-being and happiness are built. Parents are impressed with the exceptionally high quality of care: 'My son has received the care, attention and nurturing that can only be mirrored at home.' Staff have very good knowledge of the children and their families and use this to provide support, which precisely matches needs. Parents say there is a strong family atmosphere in the school because of the regular contact they have about their children's learning and they value the warm and supportive welcome the school extends. Parents of children who have learning difficulties and/or disabilities have felt involved and supported in helping their children establish their independence in a new environment and form new relationships. One parent speaks for the rest in her gratitude for the attention and support given to her child and for 'keeping me updated on his progress which I have found really useful.'

Leadership and management

Grade: 2

The headteacher provides clear direction and good leadership for the development of the school. She is ambitious for both children and staff to do well. Since joining the school, she has set the correct priorities for improvement and has worked hard to re-establish staff morale and confidence. The result is a strong team that has achieved much in a short time to set the school on a course of continued improvement. Achievement is good because staff have followed the lead of the headteacher in creating vibrant learning experiences and involving parents very well in their children's learning. Whilst staff are regularly involved in monitoring and evaluating the school's work, this now needs to be formalised through a clear management structure so that all staff are able to contribute in a coordinated way their knowledge and expertise to planned improvements for the school.

Parents' overwhelming support for the school arises from their feeling of being fully included and consulted about their children's education. They are grateful to have the opportunity to make suggestions for improvement and are pleased that their ideas are listened to. The governing body is currently re-establishing itself after a period of difficulty with recruitment. Governors have moved quickly to plan visits to the school so they can find out about standards and provision at first hand. The school has stabilised significantly in the last two years, since when there has been good improvement. It now has good capacity to continue to improve.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

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To the children of:

Oxclose Community Nursery School

Brancepeth Road

Oxclose

Washington

Tyne and Wear

NE38 0LA

11 July 2006

Dear Children

I had a lovely time when I visited your Nursery the other day. You have so many exciting things to play with to help you learn. No wonder you are so clever! You were all friendly and kind and it was so nice that some of you took my order for a cup of tea. It was just what I needed.

I think you have learned a lot of important things about eating the right food, drinking plenty of water and doing lots of exercise. You all look very fit and happy because of this. It was very nice to see you being kind to each other and sharing the toys and equipment so everyone had a turn.

Your concert for the end of term is very good. I did enjoy watching you practice. I'll bet your parents will be very proud when they see you. Have a lovely holiday and my best wishes to you all for next year.

Yours sincerely

Mrs Moira Fitzpatrick

Lead inspector

Oxclose Community Nursery School

Inspection report for early years provision

Unique Reference Number

EY319977

Inspection date

11/07/2006

Inspector

Lynne Pope

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Registered person

Oxclose Community Nursery School

Type of inspection

Care

Type of care

Full day care, Out of School care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the Curriculum guidance for the foundation stage.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Oxclose Community Nursery Wrap Around Care is run by the Nursery Governors. It opened in 2006 and operates from three rooms located within the nursery. It is situated in the Oxclose area of Washington. A maximum of 40 children may attend the wrap around care at any one time. The wrap around care is open each week day from 08.00 until 18.00 for 50 weeks of the year. There are currently 43 children aged from three to eight years on roll. Children come from a wide catchment area. The wrap around care currently supports a number of children with learning difficulties and disabilities and also supports a child who speaks English as an additional language. The wrap around care employs four staff. Of these, three hold appropriate early years qualifications and one is working towards a higher qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for in a clean and well maintained environment. They have a well developed awareness of hygiene routines. Staff supplement this with gentle reminders about flushing toilets and washing hands. They explain to children that they wash their hands to get rid of the germs that they can not see. Children are kept safe from the spread of infection by an effective sickness policy being in place which is shared with parents. Appropriate consents are in place for administration of medication. However, a record has not been maintained when medication is administered compromising the welfare of children. The majority of staff hold a first aid certificate ensuring the physical safety of children. Staff work alongside an outside agency to provide healthy lunches for children. They prepare breakfast and tea on the premises consulting children about what they would like. Children enjoy the positive experience at meal times as they sit and chat together. During the day they are encouraged to help themselves to snack and drinks. However, at lunch time they are not given the opportunity to develop their independence further. For example, pouring drinks, making choices about food and serving themselves. One meal option is provided for lunch with the result that there is no alternative if a child does not like what is available. Children enthusiastically take an active part in physical exercise learning about the importance of activity in a healthy lifestyle. They have the freedom to access the outdoor area during the day. They learn to manage their bodies as they take part in movement and music sessions. The children start the morning and afternoon session by drinking a glass of water and stretching their bodies as part of the Brain gym philosophy. They understand that this helps them to have a healthy brain. Children are able to rest or be active as they need.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children have access to a well organised, spacious environment. They have access to their own playroom for breakfast, lunch and after nursery sessions. The rest of the day they join in, in the nursery environment. The whole of the premises is made welcoming for children with

displays of children's art work. The broad range of resources is stored at child height enabling them to enthusiastically make their own selections and develop their independence. Children are cared for in a secure environment and are well protected by the procedures in place. All visitors to the building are monitored. Children enjoy the freedom to use the outdoors at any time. However, the perimeter of the garden is subject to rubbish being thrown over due to it being by a footpath. This compromises children's welfare should hazardous materials be thrown over. A good awareness of safety is developed by practising emergency evacuations at different times of the day. The children learn to keep themselves safe as they are reminded about why they should not tip their chairs up. A comprehensive risk assessment is carried out prior to children going on any outings. This ensures that they can take part in safety. Children are well protected by staff that are confident and secure in their knowledge of child protection policies and procedures. They give high priority to children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Staff in the setting provide a calm, consistent environment where children are happy and settled. They thrive due to the consistency of care that they receive from the same staff that work in the wrap around care and nursery. Good relationships are built between staff and their peers. Children are motivated and interested in a broad range of free choice activities. They are proud of their achievements as they tell staff about the castle they have built with soft play equipment. They ask for a photograph to be taken that they can show around. Separate resources are provided for wrap around care that staff have ensured are different to the nursery. This stimulates children's interest. They have great fun as they play the matching game taking responsibility for showing the pictures and encouraging their peers to match them. Staff follow children's lead as they explore the environment. They join in with their play using developmentally appropriate language. Good procedures help new children to settle in. Children attend an education session at the nursery and can stay for another session as part of their wrap around care. Both nursery sessions are run along a similar theme. This means that wrap around care children are involved in the same adult led activities twice during the day with the result that they do not get the best out of the session. Staff do not plan activities for children during breakfast, lunch time and after the nursery session. This results in staff being unable to assess the next steps in children's development.

Helping children make a positive contribution

The provision is satisfactory.

Children develop a positive attitude to others and gain a good understanding about the wider world. This is through the positive images available in the provision, resources and outings into the environment. Children with learning difficulties and disabilities are able to participate fully. Staff access training where needed to meet the individual child's needs. Staff have a calm and consistent approach to behaviour management. They provide good role models using praise frequently to develop children's self-esteem and to help them understand when they have done well. They use timely interventions where they use distraction or clear explanations which protects the child. Children feel a sense of belonging in the setting where they show care and consideration for each other. They like to help each other and are very proud when asked to do a job by a member of staff. Staff are developing an effective partnership with parents. Children are visited in their home prior to starting where staff find out about their needs. Staff that care for children in the wrap around care ensure that they introduce themselves to children at their first visit to the nursery. Parents are kept up to date on a daily basis through discussion with staff. Policies and procedures are shared through the parental information booklet. However, it does not reflect the full extent of the wrap around service. There is a complaint

procedure in place, however, it has not been updated to reflect changes in legislation in October 2005. This gives parents the right to enquire if there have been any complaints.

Organisation

The organisation is satisfactory.

Overall the provision meets the needs of the range of the children for whom it provides. It opened in April this year and is run by staff that are enthusiastic about the care they provide. The manager is keen to develop good practise and has identified areas for improvement through an action plan. Effective recruitment procedures ensure that children are cared for by staff with knowledge and understanding of child development. The premises are organised well, allowing children to select their own resources and access the outdoor area freely. Children benefit from the continuity of care that they receive as they are looked after by staff that they know from the nursery. Their time is organised sufficiently well for most of the day. However, some take part in the same adult led activities more than once during their attendance. Most records are accurate and up to date. However, a medication record needs to be maintained. All necessary policies and procedures are shared with parents. The complaint procedure and parental information booklet need updating.

Improvements since the last inspection

Not applicable.

Complaints about the childcare provision

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. There have been no complaints made to Ofsted since registration.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory . The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

ensure that a written record is maintained of medication that is administered

develop arrangements for lunchtime care of children further by encouraging children to develop their independence and by providing alternative foods for children who do not like what is offered

ensure that the perimeter of the outdoor area is checked for any possible hazards prior to children gaining access each day

develop effective planning and recording so that staff can observe what children can do and plan future activities

update the complaint procedure to reflect changes in legislation in October 2005, so that parents are aware that they can enquire if there have been any complaints

update the parental information so that it is clear about the wrap around care service

organise children's time during the day ensuring that they get the most out of their attendance.

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