

# Crigglestone Nursery School and Early Years Centre

## Inspection report

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<b>Unique Reference Number</b>	108137
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	324712
<b>Inspection dates</b>	11–12 May 2009
<b>Reporting inspector</b>	Lesley Clark

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

The registered childcare, 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>	0–5
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	137
Childcare provision for children aged 0 to 3 years	52
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jane Hawksworth
<b>Headteacher</b>	Mrs Anne Wilford
<b>Date of previous school inspection</b>	18 January 2006
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	High Street Crigglestone Wakefield West Yorkshire WF4 3EB
<b>Telephone number</b>	01924 303290
<b>Fax number</b>	01924 303290

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<b>Age group</b>	0–5
<b>Inspection dates</b>	11–12 May 2009
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Crigglestone Nursery and Early Years Centre offers an extensive range of day-care for babies and children up to compulsory school age. It provides day-care for birth to three-year-olds, and part-time Nursery provision and childcare for children aged three to five years. There are flexible starting points for each type of provision depending on individual children's maturity and readiness to learn. Day-care and childcare provision runs from 7.45am to 6pm every day of the year except bank holidays. Nursery provision is offered during school terms from 9.00 to 11.30am and 1.00 to 3.30pm. The day-care, childcare and nursery provision were inspected. However, the privately run childcare provision on site, which is providing out of school care for older children did not form part of this inspection. It was inspected separately by Ofsted and the report may be found on the Ofsted website. Most children are White British. The proportion with learning difficulties and/or disabilities is below average but the number with a statement of special educational need is higher than usual for this age group. Children come from a wide range of socio-economic backgrounds. While most children come from the local area, an increasing number come from much further afield.

The setting is housed in an 1860s building with extensive grounds to the rear which cannot be accessed directly from the Nursery and childcare rooms. The rooms for day-care children have direct access to a secure outdoor area at the front of the building.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Crigglestone Nursery and Early Years Centre gives children an outstanding education. It has gone from strength to strength since the last inspection. Parents are overwhelmingly supportive. Children absolutely love coming here. Governors play a full part. Their contribution is outstanding. The setting is extremely well led and managed. The exceptionally high-quality care and practice demonstrate its excellent capacity to improve.

Nursery children quickly settle to routines and in response to adults' high expectations make outstanding progress in all areas of learning. They acquire skills that are comfortably above those expected at the start of compulsory schooling, often achieving this after just three terms in Nursery. Children with learning difficulties and/or disabilities make outstanding progress because they are given extremely good support and are encouraged to work in small groups with other children. Similarly, the more able children are suitably challenged so that their learning comes on apace too.

Children's personal development, including their spiritual, moral, social and cultural development, is outstanding. They quickly become independent, confident, self-reliant individuals, who concentrate for long stretches of time and interact and play with each other extremely well. They share well and respect each other's needs. Children are happy, friendly and polite and throw themselves into activities with gusto. This is evident in their excellent behaviour and attendance. Those children who have wraparound care thrive in the relaxed yet stimulating learning environment. Similarly, babies and toddlers in the day-care provision are happy and contented because their welfare needs are exceptionally well catered for. The Nursery and wraparound care promote children's learning and development outstandingly well both indoors and outside, giving children many opportunities to explore and discover for themselves. This means they learn purposefully and set their own challenges because they are extremely interested in what they are doing. It is sometimes less stimulating in the day-care provision where the range of activities is not always so interesting or challenging. In this setting, although it is possible for children under three-years-old to have ready access to outdoors, this facility is not always used to the full, which limits children's freedom to choose where they learn.

The setting makes outstanding provision for children's welfare. All aspects of the Nursery, wraparound and day-care provision are underpinned by excellent systems to ensure children's health, safety and well-being. Parents are kept fully informed about every aspect of their children's development. Communication with parents is first-rate and this means that children follow the same routines at home and school. As a result, all children thrive and the setting abounds with laughing, chatting and busy young people who achieve exceptionally well.

### What the school should do to improve further

- Find ways for children under three years old to access outdoors freely and give them a wider range of interesting, challenging activities both indoors and outside.

## Achievement and standards

### Grade: 1

From broadly average starting points children make rapid progress in a very short time. Their achievement is outstanding, especially in their personal, social and emotional development. Children quickly show high levels of independence, managing their own personal hygiene

competently and following routines with considerable maturity. They are highly motivated to learn because they know what is expected of them. Children make exceptional progress in communication, language and literacy. They develop clear speech and link sounds to letters successfully. They have advanced early writing skills, forming letters correctly and using writing to communicate. Children are extremely good at re-telling stories because adults relish reading to them. Parents and children borrow books from the library and so children grow up with stories and use them in their imaginative games. Children make excellent progress in their problem solving, reasoning and number skills. The more able children confidently match complex repeated patterns using three different colours and children of average ability create simple symmetrical patterns. Children who have learning difficulties and/or disabilities also achieve extremely well. This is not only because they are given excellent individual support but because they are also encouraged to work independently with other children. From generally below average starting points in their knowledge and understanding of the world, children soak up new experiences and are well informed and dextrous for their age, using computers efficiently, for example. It is a similar picture in creative and physical development where ample opportunities for Nursery children to explore, role-play and learn creatively also result in them achieving above expected skills for their age.

## **Personal development and well-being**

### **Grade: 1**

A parent's comment, typical of many, is, 'I feel my daughter's enthusiasm to come to Nursery speaks volumes.' Children love coming to school. One child in the wraparound care says, 'I like everything because there is so much to do.' Children's outstanding attitudes, their excellent behaviour, attendance and happy, smiling faces clearly confirm this. Children quickly gain in confidence, self-esteem and independence as they become engrossed in the wide range of activities provided for them in both Nursery and wraparound care. Special times such as 'healthy eating week' teach them to be safe and healthy. From a very early age children understand the importance of a good diet and hygiene as they readily wash their hands before tucking into a varied range of healthy snacks and nutritious breakfasts, lunches and teas. Toddlers show high levels of independence as they feed themselves and make choices. The daily planned physical activities contribute very effectively to children's healthy attitudes and safe play. Sometimes, children under three years old do not get enough opportunity to be outside in the fresh air and then babies miss the different stimuli outdoors gives them and toddlers can become restless because they need to explore a larger area. All children work and play exceptionally well together. Most three- to five-year-olds are given many opportunities to make choices about their learning. They willingly take turns and share resources with others. Children develop an excellent understanding of the values and beliefs of others, as they celebrate a range of religious festivals and use maps, globes and artefacts to learn about the wider world. A wide range of visitors including police, fire and road safety officers introduce children in a fun way to the world of work from a child's viewpoint. Children make an excellent contribution to the local community. With their above average skills, confidence and high levels of self-reliance children are exceptionally well placed to move on to the next stage of their education.

## Quality of provision

### Effectiveness in promoting children's learning and development

#### Grade: 1

This is exceptional for three- to five-year-olds and good in the day-care setting for birth to three-year-olds. In all three settings, excellent relationships between adults and children mean children are happy and relaxed learners. In the Nursery, an exceptional range of exciting and challenging activities develop children's thinking, speaking, listening and problem solving skills extremely well. A very brief adult-led activity at the start of each session stimulates children's interests and fully involves them. This means that when children move to short related activities they concentrate extremely well and experience success. The move to free-choice activities is seamless as children largely take charge of their own learning, moving on when they are ready. There is so much for them to do. Activities are carefully matched to children's different levels of ability. These are extremely well thought out to arouse children's curiosity and to prompt them to question and try things out for themselves. For example, children in the wraparound care clustered together pretending to be frogs in the lily pond, donning tadpole masks and cloaks and speculating whether 'buzzy bees go underwater'. Adults question extremely well and continually encourage children to ask questions. This helps them to learn rapidly. Children are obviously very well used to the routines imposed by the building, and when it is time to go outdoors they do so without fuss. Staff make excellent use of the outdoor learning environment for three- to five-year-olds. For example, in one chalet set up as a vet's surgery children acted as receptionist, nurse, vet and customer. Elsewhere, children in wraparound care set up a make-believe campsite with tents, river, picnic equipment and binoculars. Imaginary campfire meals, with songs involving counting sausages, enhanced their learning and enjoyment considerably.

There are many strengths in the promotion of babies' and toddlers' learning and development. Activities are carefully changed each day and adults spend much time talking to children and developing their language. Although resources generally cater for all areas of children's learning they do not always provide sufficient variety and challenge for the different age groups in this setting, which means that children's choices as to what they do are sometimes restricted. The outdoor learning environment is not used as extensively for this age group as it should be.

### Effectiveness in promoting children's welfare

#### Grade: 1

The welfare of the children is at the heart of all three settings' work and children from birth to five-year-olds thrive in this very caring and welcoming environment. Staff are very sensitive to children's needs. The key worker system is extremely effective in developing close relationships with the children and their parents and carers, while ensuring that children's individual needs are extremely well met. Child protection procedures are robust and safeguarding fully meets all current government requirements. Thorough and detailed policies and procedures relating to all welfare matters, such as administration of medicines and first-aid procedures, are securely in place. Children with learning difficulties and/or disabilities receive excellent support, very often in small groups, to ensure that they are fully included in all activities. As a result, they make excellent progress in relation to their needs and capabilities. The care and welfare for children from birth to three years old is outstanding. Parents receive detailed information through record books about daily routines, for example, sleep, feeding, nappy changes and toileting, as well as activities their children have done during the day. Parents

speaking extremely positively about all aspects of the school and day-care provision. They really appreciate the approachability of all staff and the excellent information they receive about all aspects of their children's learning and development. Assessments and observations of children's learning are extremely thorough. They are used very well to plan the next steps in children's learning, ensuring that activities are based on children's needs and interests.

## **Leadership and management**

### **Grade: 1**

The headteacher has a very clear overview of what goes on and a very practical hands-on approach. She leads by example and expects all staff to share her very high expectations. She is very well supported by the assistant headteacher. The leadership and management of the day-care provision is good overall, with considerable strengths in the promotion of high-quality welfare. However, staff do not always promote high-quality learning and development both indoors and outside for children under three years old. The headteacher delegates extremely well and this ensures that a complex setting runs extremely efficiently. The school improvement plan is a simple, concise document that sets two-monthly targets and tracks what has gone well and what needs to be done next. The approach is thorough and takes parents and other stakeholders' views fully into account. The monitoring of children's learning and development is first class. Observations of teaching always give staff useful, practical points to improve. The setting has excellent partnerships with other pre-school providers and with both primary and secondary schools, as well as with a host of agencies to promote children's care and welfare. The leadership constantly looks for new ways to improve. For example, the school is currently simplifying the ways it records children's progress. Governance is excellent, providing the right mix of support and challenge. It makes a good contribution to community cohesion, monitoring the impact of any actions very carefully. The school has excellent local community links and offers considerable support to a wide range of those with connections with and an interest in the school. It promotes equality of opportunity exceptionally well.

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**Annex A**

**Inspection judgements**

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
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**Overall effectiveness**

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	1

**Achievement and standards**

<b>How well do children in the EYFS achieve?</b>	1
The standards[1] reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

**Personal development and well-being**

<b>How good are the overall personal development and well-being of the children?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

**The quality of provision**

<b>How effectively are children in the EYFS helped to learn and develop?</b>	1
<b>How effectively is the welfare of the children in the EYFS promoted?</b>	1

## Leadership and management

<b>How effectively is provision in the EYFS led and managed?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Inspection of Crigglestone Nursery School and Early Years Centre, Wakefield, WF4 3EB

I really liked your school. What a lot you have to do! Everywhere I looked you were all happy and very busy. You had such fun camping or pretending to be in a lily pond.

You go to an excellent Nursery. This means that all the adults look after you extremely well. They give you lots of exciting and interesting activities to do and spend a lot of time playing and talking to you. This helps you to learn a lot in a very short time. 'Wrappers' have a great time too, with just the right mix of rest, fun and games. Lunchtimes and tea times are especially nice. You serve yourselves and pour drinks very well, just like grown-up people. Those of you who stay all day never seem to get bored because you have so many friends. The babies and toddlers ('Buttons and Bows') are very happy and contented. This is because they are looked after extremely well. They are lucky to have doors that open outside but they do not go out quite as much as you all do and that is a shame. I have asked your school to make sure that they have just as many exciting things to explore as you do.

I hope you continue to have a lot of fun and learn lots of new things at Nursery. I shall remember all the chatting and laughing I heard. And you were too busy to notice me listening!