

Chatham Place Nursery School

Inspection report

Unique Reference Number	104503
Local Authority	Liverpool
Inspection number	336320
Inspection dates	13–14 May 2010
Reporting inspector	Clare Henderson

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	28
Appropriate authority	The governing body
Chair	Miss Angela Glanville
Headteacher	Mrs Collette Denby
Date of previous school inspection	10 May 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector observed eight adults teaching and all the children learning over the two days. The school's work was observed and policies, procedures and other documentation, including those relating to safeguarding, children's progress, checks on the quality of provision and improvement planning were inspected. Discussions were held with staff, parents and carers and the Chair of the Governing Body. The views of parents and carers, through 15 returned inspection questionnaires and the opinions of staff, were analysed.

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

- whether outcomes for children, and particularly the more able, are good in all areas of learning
- the quality of outdoor provision in extending children's physical, social and emotional development
- whether the organisation of the day allows children enough time to consolidate their learning
- the quality of leadership and management in ensuring issues raised at the last inspection have been met.

Information about the school

This is a smaller than average size nursery school. It was federated with the local Catholic school of St Hugh's in 2007. The majority of children are from minority ethnic backgrounds. A few are at an early stage of learning English. A small proportion has special educational needs relating to maturity of communication, speech and language. The school is situated within a children's centre and, through partnership with them, provides parents and carers with a choice of childcare both part-time and/or full-time. The Children's Centre and primary school were not part of this inspection. The nursery has gained the Healthy Schools, Eco bronze and International Schools Foundation awards.

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?

2

The school's capacity for sustained improvement

2

Main findings

The nursery provides a good education for its children. This is because adults and leaders create exciting learning opportunities, both within the nursery and through a wide range of visits and visitors, which enable each child to thrive in an atmosphere of nurture and fun. Children love the nursery and most are busily engaged in learning from the moment they arrive until they reluctantly have to leave at the end of their session. The nursery gives children and their families' exceptionally good care, guidance and support. Children flourish in this secure and safe environment.

Children make good progress in their learning and aspects of their personal development are outstanding. They have an excellent understanding of healthy lifestyles and of how to stay safe. The individual cultures and religions of the children are celebrated well and children's spiritual, social, moral and cultural development and their involvement in school life and in the wider community are outstanding. Pre-school induction visits prepare the children well for starting school and relationships with parents and carers are good. However, not a great deal of information is provided for parents to learn new ways to help their children's learning while at home.

Teaching is good overall. More formal sessions, where practitioners lead the learning, are well-managed and well-structured. Children have many opportunities to sustain their interests and most remain engrossed in a good range of activities which are available both within the nursery and in the continually improving outdoor area.

Senior leaders and governors have provided sensitive and wise management during the recent federation with the primary school. A strong and experienced team of practitioners within the nursery has ensured the continued success of the school during this period of change. Practitioners constantly review the progress of the individual children in their care. However, the management of these procedures by senior leaders to check if there are ways they can give children more opportunities to learn is at an early stage of development. Community cohesion and partnerships with outside agencies and, in particular, with the children's centre are outstanding. Self evaluation is accurate and effective. The school runs very smoothly and the track record in maintaining its good status since its last inspection demonstrates that it has a good capacity to improve further.

What does the school need to do to improve further?

- Further develop home/school links with parents to help them learn how they can support their children's learning at home.
- Ensure senior leaders check on how well children are doing to see if there are ways

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adults can provide them with more opportunities to learn.

Outcomes for individuals and groups of children

2

Achievement is good. Most children begin school with skills and knowledge which are generally below age-related expectations. This is especially so in relation to their speaking and listening skills as well as, for a few, aspects of their social and emotional development. They make good strides in their learning and develop skills which are broadly in line with their ages in all areas of learning. Children develop good knowledge of the world around them and weekly musical and physical education sessions in the primary school enable them to become skilled, confident and independent learners. In lessons, children readily participate in discussions. They are curious and enthusiastic and they concentrate well when working on activities or listening to a story. Children with special educational needs and/or disabilities are well supported and achieve well as a result. Those who speak a different language at home develop their English rapidly because the practical nature of the activities means they can join in equally with others. Children are curious about those who speak a different language and enjoy using words from other languages. This was evident as they enthusiastically sang their welcome song in a number of languages. Children make an excellent contribution to the smooth running of the school through their good behaviour and consideration for others. Older children take their responsibilities very seriously as they are buddies for those new to the nursery. They also contribute to the wider community by helping to raise funds for good causes. Regular attendance supports children's learning well. Shopping trips to Liverpool's China Town to buy items for cookery sessions, or joining with the primary school to celebrate 'aspirations week', prepares them well for the next stage in their learning.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	2
Children's achievement and the extent to which they enjoy their learning	2
Taking into account:	
Children's attainment ¹	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
The extent to which children feel safe	1

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

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

How effective is the provision?

Adults plan work so that it matches the needs of individual children well. Where teaching is at its best, adults prompt and encourage the more able to explore and solve problems by asking more probing questions. Adult led sessions are brisk and of well-judged length. Children are carefully monitored to make sure that they have access to a wide range of learning experiences both indoors and out. The continually improving outdoor area is used well to promote learning and children enjoy being outdoors. Staff maintain careful observation notes of each individual child and use this information well to plan the next steps in their learning. They are developing effective ways of including children more actively in planning and reviewing their own learning each day.

Overall, the nursery provides a vibrant and interesting curriculum. The resources are used well to stimulate children's creativity. Staff make good use of computers to enhance learning. Children from an early age become excellent ambassadors for healthy lifestyles because they have opportunities to grow and cook their own fruit and vegetables. Appealing role-play activities engage children well and adults readily model role playing to encourage and show children what to do. The 'every child a talker' programme is used well to improve children's speaking and listening skills and particularly for those at an early stage of speaking English. Visitors to the school and regular trips to museums and parks in the very popular school mini-bus enrich the curriculum well.

Staff provide exceptionally good care and support for individual children. For instance, children who become upset or have minor squabbles are skilfully managed so that in no time at all they are again engaged in fruitful activities. Links with other agencies are very strong and used to support individual children and their families exceptionally well. Tracking the progress of bilingual children is extremely effective and ensures that the educational and personal needs of these children are met. Much time and effort goes into encouraging good attendance even though at this age it is not statutory.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
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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	2 2
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

During the recent federation of the nursery and the school, staff say they have felt 'well supported and informed'. Teamwork is strong and there is a shared drive to continually improve provision and opportunities for children to succeed. This ensures that checks of how well children are learning, by leaders, are undertaken in a spirit of cooperation. Information from observations of teaching and learning is used well to develop staff skills. However, new systems for tracking the progress of the children are not used fully to check what other opportunities adults can give children to learn and so extend children's learning further. The school successfully engages with parents and carers through daily contact, regular newsletters and a range of curriculum events such as the black history project. However, parents and carers do not have extensive information as to how they can help their children's learning at home.

School systems ensure that equality of opportunity is good. This is why all groups are making similar progress over time and every child has the same opportunities to join in with activities and make a strong contribution to the school community. Governors and administrators are extremely vigilant in ensuring safeguarding procedures are met and arrangements are regularly reviewed. Community cohesion is at the heart of the school's work. It is strong at school level and the school reaches out very well to its local community, especially through links with the extended services. Partnerships in the United Kingdom and globally are equally impressive and initiatives such as 'Communicating Green Dreams' have children partnering with children in schools in Liverpool and Africa. Such initiatives encourage the children to live harmoniously as they learn to welcome and celebrate each other's differences.

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	2

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 effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Almost all parents and carers who responded to the questionnaire say they are happy with their children's experience at the school and there is 100% agreement on many aspects of their children's education. Their views are reflected in the following comment, 'my child is an intelligent, kind and caring individual and this is because of all the hard work from staff'. Inspection findings agree with parents' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Chatham Place 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 inspector received 15 completed questionnaires by the end of the on-site inspection. In total, there are 28 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	93	1	7	0	0	0	0
The school keeps my child safe	11	73	4	27	0	0	0	0
The school informs me about my child's progress	11	73	4	27	0	0	0	0
My child is making enough progress at this school	10	67	4	27	1	7	0	0
The teaching is good at this school	13	87	1	7	0	0	0	0
The school helps me to support my child's learning	10	67	5	33	0	0	0	0
The school helps my child to have a healthy lifestyle	12	80	3	20	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)	9	60	6	40	0	0	0	0
The school meets my child's particular needs	11	73	4	27	0	0	0	0
The school deals effectively with unacceptable behaviour	9	60	6	40	0	0	0	0
The school takes account of my suggestions and concerns	9	60	6	40	0	0	0	0
The school is led and managed effectively	10	67	5	33	0	0	0	0
Overall, I am happy with my child's experience at this school	11	73	4	27	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



17 May 2010

Dear Children

Inspection of Chatham Place Nursery School, Liverpool, L7 6HE

Thank you all for making my visit to your nursery so enjoyable. It was good to see how eager you are to learn about all kinds of new things. I was pleased at how much you can do by yourselves – without any help from adults.

I loved watching you learn while you played. You have great fun both indoors and outdoors and are very busy all the time, finding out new things. All this fun and hard work means that, by the time you move into Reception, you have learnt many new skills in speaking, listening and how to solve problems, which will help you as you grow older. You behave well and clearly enjoy learning.

You go to a good nursery school and your special adults take extremely good care of you to help you to keep safe, but they still let you try things out for yourselves. When I sat and listened, all I could hear were your happy chattering voices as you worked and played together. Your parents and carers agree that everyone works hard to make things fun and enjoyable for you.

Your nursery is led and managed well and the headteacher and other adults are always looking for ways to make it even better. I have asked them to make some extra checks on how well you are doing and to see if there are ways they can give you more opportunities to learn. Your teachers give plenty of information to your parents and carers but it would help if they held some more meetings with them to tell them how they can help you learn when you are at home too.

I hope you continue to have a lovely time.

Yours sincerely,

Mrs Clare Henderson

Lead Inspector

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