

Moorgate Nursery School

Inspection report

Unique Reference Number	119080
Local Authority	Lancashire
Inspection number	339337
Inspection dates	19–20 May 2010
Reporting inspector	Graham Martin

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

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	77
Appropriate authority	The governing body
Chair	Mrs J Davis
Headteacher	Ms Janet Holmes
Date of previous school inspection	9 May 2007
School address	Moorgate Ormskirk Lancashire L39 4RY
Telephone number	01695 573470
Fax number	01695 573470
Email address	head@moorgate.lancs.sch.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 rates 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 08456 404045, or email enquiries@ofsted.gov.uk.

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

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. The inspectors observed eight teaching and learning sessions and saw six teachers and other nursery staff teaching. They also held discussions with senior staff and the Chair of the Governing Body and talked with children and parents. They observed the nursery's work and looked at documentation relating to children's achievement and progress, the planning of the provision and all aspects of leadership and management. The inspectors also took into account the questionnaire responses returned by nine staff and 37 parents and carers.

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

- whether the nursery has sustained its outstanding level of effectiveness since the last inspection
- if the partnerships with the children's centre, and others, enable the nursery to continue to improve and whether they extend the quality and range of services for children and families
- if children are well prepared, academically, emotionally and socially, for moving to their receiving Reception classes in different schools.

Information about the school

Moorgate Nursery School is situated in the centre of Ormskirk. It was designated as a children's centre in 2007. Children attend part time, either in the morning or in the afternoon, with some children arriving early and staying later for daycare. Most children come from the town, but some travel in from outlying villages. Almost all the children are of White British heritage; a very small number are in the early stages of learning to speak English. Some children attend with special educational needs and/or disabilities. The nursery offers a range of extended services to the local community. In April 2010, it received a Leading Parent Partnership award for its work to promote parents' and carers' involvement in their children's education.

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?

1

The school's capacity for sustained improvement

1

Main findings

Judged outstanding when last inspected, this welcoming and vibrant nursery remains outstanding, continuing to improve under strong leadership. An exceptionally good partnership with the children's centre enables families to access a range of extremely supportive services. Children's learning and behaviour are outstanding. They make rapid progress and their growth in skills, confidence and independence prepares them exceptionally well for moving to Reception classes at other schools. One delighted parent told the inspectors, 'my child has come on so much in both physical and educational skills, and the care staff provide has been outstanding.'

Children enter the nursery with levels expected of their age and make exceptional progress in all areas of learning. They exceed the expected outcomes for their age. Children develop a real joy in learning. Attainment is high in all six of the areas of learning for Early Years Foundation Stage children. Children from all backgrounds are valued for their uniqueness. Exceptional relationships with staff, coupled with outstanding teaching and exciting learning opportunities, both indoors and outdoors, enable them to develop very high levels of self-confidence and independence. All children, including those with special educational needs and/or disabilities and those learning English as an additional language, achieve very well.

Partnerships with agencies are outstanding and contribute to the staff's expertise in providing excellent learning opportunities for all children. Children have an excellent understanding of the importance of healthy eating. Snack times are a delight when children try different fruits and talk about their nutritious meals. Children form trusting relationships with the staff and this, together with excellent care, guidance and support, including safeguarding procedures, ensures their very good knowledge of staying safe. Behaviour is excellent and the nursery and children's centre is a harmonious community. Outstanding links with local businesses and other local services promote children's appreciation of the world of work and the importance of community. They marvel at the wonders of nature while building homes for mini-beasts and ask challenging questions of staff like, 'Do spiders go to sleep?'

Leadership and management are outstanding. Self-evaluation is accurate and relevant and there is excellent capacity for future development. The maintenance of very high standards and the quest for continuous improvement are central, though the plans for embedding children's understanding of the international community and its cultural diversity are at an early stage. The headteacher and senior managers are a highly effective group of professionals who offer the very best provision for children and families. Self-evaluation is accurate and relevant, as are the areas for improvement identified in the Nursery's and Children's Centre development plan.

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

What does the school need to do to improve further?

- Further promote community cohesion, by:
 - broadening children's awareness and appreciation of the diversity of worldwide cultures
 - continuing with staff training that develops their skills in promoting community cohesion.

Outcomes for individuals and groups of children

1

Attainment is high and children's outstanding progress and achievement are noticeable in all areas of learning. All children flourish as happy learners who eagerly enjoy the activities made available for them.

Equality of opportunity underpins everything that happens in this nursery. Children who attend the day-care provision benefit significantly from breakfast and tea-club activities and greatly enjoy all that is on offer. For example, children use digital cameras to photograph their favourite activities and then share these pictures with adults and discuss confidently what they have learnt.

Children make excellent progress in knowledge and understanding of the world, finding out about small creatures in the garden. They increase their physical and creative skills by making salt-dough spiders and snails, pedalling on their cycles and learning the names of three-dimensional shapes by playing an exciting racing game. Every opportunity is taken to develop their excellent numeracy skills through problem-solving activities, including counting 33 teddies back into their box.

Children's contributions to the local community are outstanding. They support charities and choose the fruit they would like to try from a local greengrocer. They learn about the work of the local postman and community police officer. Making a fruit salad with a parent from Brazil was a good start on enriching their knowledge of how children live in other countries.

Excellent progress is made in early reading, writing and numeracy, as well as information and communication technology, where children use computers frequently to extend their knowledge of letters and sounds and to develop their calculation skills. Attendance is good; children love coming to the nursery to see their friends but they also enjoy spending quality time with their parents and carers, such as when they take part in their charity march to a nearby park.

These are the grades for children's outcomes

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

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

How effective is the provision?

Children thrive in their learning and development because of the outstanding care, guidance and support they receive. First-rate teaching, characterised by staff expertly using questions to check children's understanding and to develop their language skills, enables children to flourish. 'I don't know the answer to that, but let's go and find out together', was a typical adult response to a child's inquisitiveness about how many eyes a spider has. Teachers, nursery nurses, key workers and support staff work together as an excellent team of early years professionals to guide and support children of all abilities.

Perceptive observations and accurate assessments are undertaken and carefully and regularly reviewed in order to extend children's learning. Staff spot those skills that need to be promoted, such as descriptive vocabulary, for those children who are learning English as an additional language. Purposeful play reflects very well a curriculum that matches the learning needs of young children very closely. Every opportunity is taken to make learning exciting, including, for example, through the expert use of staff from a local pizzeria helping the children to make healthy pizzas.

The children are exceptionally well cared for. Support for children with special educational needs and/or disabilities is of very high quality. The school is very inclusive, with all children irrespective of gender, ability or ethnicity supported by staff in a very caring and nurturing environment. Parents and carers know that their children are safe and secure in the nursery. Through its excellent links with the children's centre, the

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

nursery provides high quality support for children and their families, especially those whose circumstances have made them vulnerable.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Self-evaluation is accurate and rooted in rigorous analysis of the school's performance by the headteacher, staff and governors. Complacency is not tolerated and the nursery is constantly seeking ways to continue to be at the forefront of outstanding early years practice. The headteacher has built a staff team and governing body who work together extremely effectively to provide children with the best possible start to their school lives. The importance of effective partnerships with parents and carers and other partners is central to the school's vision. The school is committed totally to providing equality of opportunity for all children and tackling any potential discrimination. All required policies for child protection, safeguarding and children's welfare are fully in place and they are reviewed and updated regularly. Staff and governors ensure that they are implemented rigorously with the result that children are safe and secure at all times.

Staff and governors have carried out a detailed and thorough review of community cohesion. There is a very strong emphasis on ensuring that the nursery and the linked children's centre meet the needs of families within the immediate and wider local community. At the same time, there is a determination to both build on existing local links, and to develop effective international links, to support children's learning and further their knowledge and understanding of the wider world.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	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 the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Almost all parents and carers who returned questionnaires were very supportive of the school. Comments such as, 'Staff are outstanding', and, 'we value the balance of care and education, and our child has made amazing gains', sum up the views of parents and carers. A tiny minority of parents and carers responded negatively to some questions on the questionnaire. The concerns raised were shared confidentially with the school. Inspection evidence fully supports the overwhelmingly positive responses, including the 15 written tributes to the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Moorgate 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 inspection team received 37 completed questionnaires by the end of the on-site inspection. In total, there are 77 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	33	89	4	11	0	0	0	0
The school keeps my child safe	34	92	3	8	0	0	0	0
The school informs me about my child's progress	19	51	16	43	1	3	0	0
My child is making enough progress at this school	23	62	13	35	0	0	0	0
The teaching is good at this school	27	73	9	24	0	0	1	3
The school helps me to support my child's learning	20	54	16	43	1	3	0	0
The school helps my child to have a healthy lifestyle	29	78	8	22	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)	24	65	8	22	1	3	0	0
The school meets my child's particular needs	26	70	10	27	1	3	0	0
The school deals effectively with unacceptable behaviour	26	70	8	22	0	0	0	0
The school takes account of my suggestions and concerns	24	65	10	27	1	3	0	0
The school is led and managed effectively	29	78	7	19	0	0	0	0
Overall, I am happy with my child's experience at this school	32	86	5	14	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.



20 May 2010

Dear Children

Inspection of Moorgate Nursery School, Ormskirk, L39 4RY

I had a lovely time when I came to the nursery. I met lots of very friendly boys and girls. I could tell that you really enjoy coming to nursery each day. Everyone at your nursery looks after you really well and helps you to enjoy learning. Your parents are very pleased that you are so happy.

Lots of you were having fun making little homes for mini-beasts. They were lovely homes full of the things that mini-beasts like, so I am sure that some more will move in soon for you to look at carefully. I was pleased that you all had your gardening gloves on so that you didn't get germs on your hands! I saw some of you having fun playing a 3D shapes game, racing to put cylinders, cubes and spheres in their hoops. 'Sphere' is a hard word to say but you all learnt it very well!

Your nursery is really good, I call it outstanding, and you have very good teachers. They work really hard to make sure you are very well looked after and feel safe. You all make really good progress because you work hard and learn a lot of exciting new things.

Your parents can be really proud of how well you behave. You are sensible and know how to keep yourselves safe. You always try to think about other people and help them. I noticed how thoughtful you are when you offered me some fruit and a drink at snack time. You must have really enjoyed making healthy fruit salad with a mum who has come to live here from another country. I have asked your teachers to do some more things like this to help you learn more about how people live in other countries.

You promised me that you will keep trying hard with your learning. I am sure you will have lots of happy memories when you go to your new schools.

Yours sincerely

Mr Graham Martin

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 08456 404045, or email enquiries@ofsted.gov.uk.