

Brentwood Nursery School

Brentwood Street, Wallasey, Merseyside, CH44 4BB

Inspection dates 1 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children achieve well during their time at the Nursery, making good progress in their learning from starting points which are often below, and sometimes well below those expected for their age.
- Children with disabilities or who have special educational needs are very well supported and make progress in line with that of their peers.
- Children behave well and show a strong sense of security in the welcoming, nurturing environment provided.
- Significant changes to staff since the previous inspection have been managed well to ensure that the good quality of teaching over time is sustained.
- The partnership with parents is highly positive. Parents are well informed about their children's learning.
- The high expectation and ambition of the headteacher is shared by other leaders and staff. All work as a team to implement changes.
- School leaders have made improvements to systems to track the progress each child is making. As a result, there is now more thorough information on children's progress and this has a positive impact on their achievement.
- Governors are very well informed about children's progress and are supportive of the school.

It is not yet an outstanding school because

- Staff do not always ensure that children's language and problem-solving skills are developed to the full.
- Governors' skills to ask challenging questions of school leaders are not yet fully developed.

Information about this inspection

- The inspectors observed teaching and learning during the morning and afternoon sessions.
- A range of documents was inspected including, the school's improvement plan, the school's view of its own performance, the monitoring of staff performance and those related to children's progress. Records relating to safeguarding and children's behaviour and attendance were also checked.
- The inspectors spoke with children and had discussions with the senior staff and parents. They also held meetings with three governors and a representative of the local authority.
- There were no responses to the on-line questionnaire, Parent View, to take into account. The inspectors reviewed the 16 responses to the school's most recent survey. They also took into account 10 staff questionnaire responses.

Inspection team

Elaine White, Lead inspector

Additional Inspector

Dave Blackburne

Additional Inspector

Full report

Information about this school

- Brentwood Nursery is a below average sized nursery school. Most children attend for either morning or afternoon sessions, but some attend for two and a half full days.
- There is child care provision on site managed by the headteacher and the governing body. This provision is subject to a separate inspection.
- Almost all children are of White British heritage.
- The proportion of children supported through Early Action is above average. The proportion supported at Early Action Plus or with a statement of special educational needs is above average.
- There have been significant changes in staff since the last inspection.

What does the school need to do to improve further?

- Improve teaching and children's progress by:
 - ensuring that children are more effectively encouraged to develop their speaking skills and to think more for themselves to solve problems
 - increasing the opportunities for leaders, teachers and early years practitioners to observe outstanding teaching in other schools.
- Improve leadership and management further by:
 - ensuring that governors provide more challenge and hold leaders more to account for the performance of the nursery.

Inspection judgements

The achievement of pupils is good

- Children start in the nursery with skill levels that are generally below those expected for their age, and sometimes well below, particularly in language and personal, social and emotional development. They make good progress at school and most leave with skill levels in line with those expected for their age.
- Children with special educational needs also make good progress as their needs are identified at an early point and they are very well supported by staff to ensure that their needs are met. Those who need it benefit greatly from the school's close working with speech therapists and other professionals. Individual education plans have clear and measurable targets to help children make good progress.
- Children show good progress in developing confidence and independence as they tidy away unaided at snack time, and excitedly put on waterproof clothes and collect equipment for their outdoor mini-beast hunt.
- Progress is good in literacy, for example recognising their names and learning to hold a pencil correctly to make marks. Children show a growing ability to speak clearly and in sentences. However, in small-group activities children sometimes lack confidence to express their ideas or explain how they might solve a problem. For example, when failing to find mini-beasts children could not suggest what they might try to be more successful.
- Children show a keen interest in the broad range of reading books available to them. They learn early reading skills effectively as they take part in daily sessions to learn the sounds that letters make.
- Children count confidently to 10 and beyond in everyday activities, and benefit from activities planned to further develop their understanding of number.
- The most-able children achieve well as they take part in activities which are planned to meet their skill level, such as number activities where they are challenged to estimate and then count the number of small bells hidden in a sock.
- The well-resourced outdoor areas provide children with many opportunities to learn about their environment. Many explore the 'mud kitchen', the Forest School area, and investigate what happens when they pour water down the many different pipes and tubes in the outdoor play space.

The quality of teaching is good

- Staff have a good understanding of the different ways young children learn and use this knowledge well to plan exciting and interesting learning opportunities for all children. As a result, children achieve well and enjoy their learning.
- Adults know the children very well and pay a high level of attention to meeting individual needs. Consequently, all children, including those who have special education needs, are very well included and make good progress. This reflects the successful promotion of equal opportunities for all.
- Questions are used well to extend pupils' learning. For example, more-able children were encouraged to think how many more objects a child with 13 had than one with 10.
- Opportunities to develop children's language skills further are not fully exploited. At times, staff are too quick to provide an answer, rather than encouraging children to think and explain how they might solve a problem themselves.
- The warm and welcoming environment enables children to feel valued and included. Children respond well to this caring and nurturing approach which raises their self-esteem. As a result, children's relationships are harmonious and children are accepting of one another.
- Day-to-day activities promote children's learning in early writing skills, number skills and understanding the sounds that letters make. As a result, children make good progress in these

areas.

- The indoor and outdoor areas are well equipped and spacious. The outside area has been developed to form an exciting outdoor classroom. Literacy is promoted well through the display of labels and chances for children to try out their early writing skills. There is a good range of resources to support learning in mathematics especially in learning through games and practical activities.
- Children's progress is closely tracked and any gaps identified at an early stage. Staff intervene quickly to remedy any areas where children may not be making the progress they should by adapting their teaching, for example, providing a broader range of practical activities to help children who were not yet able to recognise numbers to 10.

The behaviour and safety of pupils are good

- The behaviour of children is good. Children show familiarity with well-established routines which help to foster their confidence and sense of security. At snack time they calmly tidy away their plates and cups themselves.
- Children show interest and engagement in their learning. They excitedly look for mini-beasts, and concentrate well on making 'birthday' cakes in the mud kitchen.
- Children learn to share toys and resources. They take turns in a number game and share equipment in water play.
- The school's work to keep children safe and secure is good. Children's safety is a high priority and this is reflected in the security of the premises and thorough risk assessments in place. Children are helped to understand risk and know how to stay safe through learning about and following the nursery's 'Brentasaurus rules'. These include being kind and polite to others and not entering any areas of the nursery that are guarded by a picture of a crocodile.
- Children's behaviour is well managed by staff. Those who find managing their own behaviour more challenging show good improvement because of the support that staff provide.
- Records show that inappropriate behaviour is rare and there have been no incidents of bullying since the previous inspection. Children learn to treat each other with kindness and consideration.
- Interviews with parents and responses to the school's own surveys of parents' views show that parents agree that the school keeps their children safe.
- Staff work closely with parents and other agencies to avoid unnecessary absence and most children attend the nursery regularly.

The leadership and management are good

- The headteacher provides strong leadership and communicates high expectations and ambition well to other school leaders and staff. She has worked hard to ensure that, despite the significant changes to staff since the previous inspection, and her absence as headteacher for a year due to a temporary transfer to another school, the good quality of teaching and children's learning has been maintained.
- The quality of teaching is accurately checked. Areas for improvement are swiftly identified and appropriate training and support put in place. This has led to improvements in the quality of teaching so that it is consistently good. As yet teachers do not have opportunities to experience outstanding teaching so as to recognise how to improve their own practice.
- Self-evaluation is thorough and accurate. School leaders have a clear idea of the school's strengths and its areas for development. Action plans are realistic and focus on the most important things the school needs to do to improve further.
- Leaders have improved systems for keeping track of children's progress in the different subject areas. As a result, leaders have a very clear view of overall achievement as well as individual progress. This information is used effectively by staff to make sure that children do not lag behind in any area and take quick action if this begins to happen.

- Leaders provided children with a broad range of interesting activities which follow children's interests and help them to make good progress. Children's learning is enhanced through regular visits into the local community, such as to a local farm, café and church.
- Close partnership with parents is very effective in helping parents to support their children's learning. Parents are well informed about their children's progress. They are positively welcomed to family learning courses, such as those relating to managing children's behaviour and developing children's reading skills. Parents' involvement is reflected in their high level of attendance at parent consultation sessions.
- Safeguarding meets requirements. Procedures and practice are well established reflecting the school's strong commitment to children's high quality care and support.
- The local authority provides light touch support for this good school. It provides effective advisory support for new staff and provided support to the school and the temporary leaders during the headteacher's one-year absence.
- **The governance of the school:**
 - Governors have a very good awareness of the strengths and weaknesses of school and aims for improvement. They are well informed about children's progress and the quality of teaching. Governors are very supportive of the headteacher, but as yet do not always ask sufficiently challenging questions to really hold leaders to account for the performance of the children. Governors fulfil safeguarding responsibilities and have a good level of training. They keep a close eye upon finance including the rewarding of teachers through pay, and they know about the performance of staff and action taken to improve the quality of teaching.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104984
Local authority	Wirral
Inspection number	439457

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	3-5
Gender of pupils	Mixed
Number of pupils on the school roll	29
Appropriate authority	The governing body
Chair	Ceridwen Jones
Headteacher	Deborah Richards
Date of previous school inspection	15 June 2011
Telephone number	0151 638 1567
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Email address	schooloffice@brentwood-nursery.wirral.sch.uk

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