

# Moorlands Nursery School

Beanhill Local Centre, Dodkin, Beanhill, Milton Keynes, MK6 4LP

**Inspection dates** 3–4 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Warm and caring relationships throughout enable children to thoroughly enjoy their nursery experience, make good progress and achieve well in all areas.
- Achievement is outstanding for the children who speak English as an additional language who usually enter the nursery with virtually no English.
- Parents and carers are welcomed into the nursery and are extremely supportive of all that is done for their children.
- Teaching is good and at times aspects are outstanding. Learning activities are carefully planned and built on children's interests.
- Behaviour is always at least good because all adults have high expectations and children quickly learn what is expected of them as they move within the nursery.
- The headteacher, her staff and the governors are fully involved in the leadership and management of the nursery. Teamwork is excellent and ensures that the children play as they learn in a safe and secure space.
- Staff and governors have clear procedures to improve practice which are linked to priorities identified in the nursery development plan.

### It is not yet an outstanding school because:

- Adults sometimes miss opportunities to develop children's thinking, including their speaking skills, during discussion or when checking understanding.
- Adults are not always effectively involved in promoting learning when they are supporting a group.
- Not all children are well focused and engaged during whole-class sessions because activities are not always resourced sufficiently to interest them.

## Information about this inspection

- The inspection was carried out with half a day's notice and took place over two days.
- The inspector observed eight parts of sessions taught by one teacher, one teaching assistant, one early practitioner and one nursery nurse. Almost all observations were jointly undertaken with the headteacher.
- Discussions were held with the headteacher and her staff, a few parents and carers, children, and with representatives from the governing body and the local authority.
- A range of school documents was looked at, including the school's self-evaluation and improvement planning, nursery planning to support teaching, safeguarding documents, as well as information relating to children's performance.
- There were too few responses to take account of Parent View, the Ofsted online survey. The inspector also analysed 29 questionnaires sent out to all parents and carers in October 2013.
- Six staff questionnaires were analysed and considered.

## Inspection team

Nina Bee, Lead inspector

## Full report

### Information about this school

- Moorlands Nursery is smaller than the average-sized nursery school and provides part-time nursery provision for 57 children.
- Just over half of the children come from White British families. The remainder come from a range of minority ethnic backgrounds. The proportion who speak English as an additional language is above average.
- The proportion of disabled children and those who have special educational needs supported through Early Years action is below average.
- No children are supported at Early Years action plus or with a statement of special educational needs.
- The school is not eligible to receive pupil premium funding.
- The headteacher was the acting headteacher during the previous inspection. She has now been appointed to the permanent post.

### What does the school need to do to improve further?

- Raise the standard of teaching to outstanding by ensuring that:
  - all children are well focused and engaged during whole-class sessions by planning activities that are interesting enough to enable all children to sustain concentration
  - adults are always effectively involved in promoting learning, particularly when they are supporting groups of children
  - adults take every opportunity to develop children's thinking, including their speaking skills, during discussions or when checking understanding.

## Inspection judgements

### The achievement of pupils is good

- When children start in the nursery their skills, knowledge and understanding are significantly below the levels typical for their ages. In addition, those who speak English as an additional language, who represent just over a third of the nursery population, enter with very little or no English. Some children enter with speech and language difficulties.
- Most children leave the nursery operating at a level below that typical for their age. A few children reach the expected levels in a few areas. Very few children exceed the levels typical for their ages.
- Nursery performance data and classroom visits show that all children, including disabled children and those with special educational needs and the most able, achieve well. Children who speak English as an additional language show outstanding achievement considering their low starting points and the limited English they begin with.
- All children are treated equally and none is discriminated against. Very good relationships are developed between adults, children and parents and carers. Children's individual performance, in all areas, is carefully tracked and the next steps in their learning are identified. These procedures enable all children to learn well over time.
- More-able children are suitably challenged because adults know the stages of learning for each child and plan activities to suit them. Disabled children and those identified with special educational needs are sensitively supported.
- Those who speak English as an additional language are successfully supported through lots of repetition of simple words and phrases which quickly develops their English skills. As a result, these children make outstanding progress.
- Children have good opportunities to develop early reading, writing and mathematical skills both in groups and during one-to-one adult interactions.
- Children learn well as they play inside and out. They greatly enjoyed developing their own concert in an area outside. Children organised themselves and took turns to perform.
- On the few occasions when learning is not fast enough, there are minor weaknesses in teaching. These relate to children not always being fully engaged during whole-class sessions and adults, at times, not always promoting learning effectively.
- Parents and carers spoke about how pleased they are with the progress their children are making and how much their children enjoy learning.

### The quality of teaching is good

- All adults have high expectations of children's learning. They ensure that all children experience activities that are suitably targeted towards their individual needs. This results in teaching that is always good with aspects that are at times outstanding, as children make at least good gains in their learning.
- Activities are usually interesting and well resourced to cover all areas of learning. Consequently, children learn well. Children shared amicably while working alongside each other. They used many different materials to develop their own collages which made them very proud. Others played happily together as they built wooden structures outside. Although adults were close by, they enabled children to work things out for themselves.
- Other children listened effectively and focused well as they developed the skills needed to roll, mould and shape dough. During this activity, adults encouraged conversation by asking questions to check their understanding and develop their thinking. Children could then say what they thought. However, there are occasions when adults miss opportunities to develop children's thinking, including their speaking skills.

- Children were particularly well supported as they used the pictures in a book to learn how to make a sailing boat. Children identified triangular shapes when thinking about the shape needed for the sail. They took turns to answer questions which covered all abilities within the group. Children who spoke English as an additional language were sensitively supported. As a result, they volunteered many answers.
- At times, particularly during whole-class sessions, not all children are properly engaged because planned activities are not interesting enough to enable them to sustain attention.
- Children have good opportunities to develop an understanding of letters and sounds during regular activities which are accurately matched to their needs. The most able children were keen to show adults how their writing skills are developing. For example, a few children confidently wrote and read their names and simple words.
- The love of reading is promoted well through weekly sessions where parents and carers are invited into the nursery. Parents and carers are encouraged to select a book with their children and take it home to read together. As a result, children begin to show a love of books as they listen to stories being read to them.
- Learning is good over time. This is evident in performance information for whole cohorts and individual children. It is also reflected in children's individual learning journals.

### **The behaviour and safety of pupils** are good

- The behaviour of children is always good and at times outstanding. Children quickly show positive attitudes to life in the nursery and are keen to learn. No anti-social behaviour was seen during the inspection. Children quickly learn how to behave whether they are inside or out or sitting quietly eating their snack.
- The nursery's work to keep children safe and secure is good. All staff, including governors, work hard to keep children safe and secure. Children know, despite limited language for some, that it is not good to lash out at others. As a result the nursery is a safe and calm place to be.
- Parents and carers speak of being very impressed with how quickly their children settle when they join the nursery. This is helped by home visits. During the inspection, this was clearly evident as a few children had only been in the nursery a few days. They were seen happily joining in with the adults and the other children.
- Staff make clear to families before children start nursery of the need to attend regularly. Consequently, attendance has improved since the previous inspection. However, a few children still have low attendance.
- There are procedures to record any behaviour that is not good but incidents are few. Staff keep detailed risk assessments for the outdoor area and for when adults take children out to visit the local community.
- Parents and carers have no issues relating to safety. They say that all staff are approachable and if they have any concerns they are always made to feel welcome.

### **The leadership and management** are good

- The leadership of the headteacher is strong. As a result, good teaching and behaviour flourish. Staff morale is high and staff work very effectively together as a happy team because everyone's contribution is valued.
- All teaching is checked and points for improvement are identified. The headteacher has an accurate understanding of the strengths of teaching and what can still be improved.
- Staff collect much information to inform them about individual children's learning and development. They use this to adjust what is taught accordingly and identify the next steps for all children to learn.
- Spiritual, moral, social and cultural development is promoted effectively. All children are well

known by the staff who consistently promote the need to get on with others and behave well. The diversity of cultures and languages promotes children's tolerance of difference and children quickly learn to accept and value each other. As a result, these young children, from many different backgrounds, get on well with each other as they learn through play.

■ The local authority provides minimal support due to the nursery's good overall effectiveness.

■ **The governance of the school:**

- Governors are well involved in all aspects of the nursery. As a result they are knowledgeable and can speak confidently about its work. When necessary, they are able to support and challenge the headteacher and staff.
- They speak confidently about teaching being good and that children achieve well. They know about issues relating to attainment on entry and the levels children generally reach on exit from the nursery. Governors speak accurately about the management of teachers' performance and how it links to teachers' salaries. They know that the work of everyone in the school is assessed and that pay rises are only awarded if they are deserved.
- Governors take their responsibilities seriously. Statutory requirements are met and safeguarding arrangements are secure. A new safeguarding governor has recently been appointed and is undergoing training.

## 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

<b>Unique reference number</b>	126565
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	429510

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

<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	57
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Carol Dyson
<b>Headteacher</b>	Debbie Wells
<b>Date of previous school inspection</b>	16–17 May 2011
<b>Telephone number</b>	01908 679818
<b>Fax number</b>	01908 679819
<b>Email address</b>	deborah.wells@milton-keynes.gov.uk

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