

Turncroft Nursery School

Inspection report

Unique Reference Number	119099
Local authority	Blackburn with Darwen
Inspection number	379728
Inspection dates	22–23 November 2011
Reporting inspector	Karen Ling

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	94
Appropriate authority	The governing body
Chair	David Bent
Headteacher	Elizabeth Shears
Date of previous school inspection	13 May 2009
School address	Highfield Road Darwen BB3 2DN
Telephone number	01254 701534
Fax number	01254 701660
Email address	turncroft.nursery@blackburn.gov.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 0300 123 4234, or email enquiries@ofsted.gov.uk

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

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 11 sessions or parts of sessions, observed 13 teachers and assistants and held meetings with members of the governing body and staff and spoke to children and parents and carers. They observed the school's work, and looked at planning, records of achievement and 53 parental questionnaires and 13 staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well planning meets individual needs and interests.
- The attention given to the care and well-being of children.
- The provision for communication, language and literacy skills.

Information about the school

Turncroft Nursery School is an average-sized nursery school. A new headteacher has been appointed since the last inspection. Most children are of White British heritage. The school supports children with special educational needs and/or disabilities and those who speak English as an additional language. Childcare provision offered at the school is registered with Ofsted; registration number EY280038. It is provided by Blackburn with Darwen Borough Council and the day-to-day organisation is managed by the nursery school. This extended provision is available from 7.30am to 5.30pm each weekday during term time and offers wrap-around sessions to the school nursery class sessions. A 'walking bus' for pupils from the nearby primary school who attend the before- and after-school club is also provided. The childcare provision is inspected separately. The report can be found on the Ofsted website. The nursery school has achieved the 'Smiling for Life' award.

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

This is an outstanding nursery school which has continued to develop and build on the existing high-quality provision since the last inspection. Parents and carers are delighted with it. Typical of many, one wrote, 'The team of staff are very supportive to children and parents. Nothing is too much trouble; attention to detail is outstanding'. Inspectors endorse this view. Staff provide exemplary care, guidance and support to support children's well-being. Children enjoy every moment from the time they arrive until it is time leave. This is not surprising as the rich and varied curriculum provides a wealth of interesting activities. These familiar and new experiences are very well planned and successfully engage children's interests. Spiritual, moral, social and cultural development is fostered exceptionally well through the curriculum.

Fundamental to the nursery school's success is the outstanding leadership and management of the headteacher, who is extremely well supported by her staff. The governing body also fulfil their role particularly well, offering well-focused support and challenge. All staff fulfil their roles and responsibilities with enthusiasm. They skilfully support children in their learning and continually seek ways to improve provision for the children. This leads to outstanding achievement and outcomes. There is a positive impact on outcomes for those children who also access the childcare provision.

Children arrive at the nursery school with a range of skills and abilities but for many these are below those expected for their age. An increasing number have skills in communication, language and literacy, particularly speaking and listening, that are well below those expected. Most children make outstanding progress and, by the time they leave, their skills and knowledge are in line or above those expected for their age. Children who speak English as an additional language and those with special educational needs and/or disabilities make at least good progress. Collaborative working with external agencies and targeted group time for these children offers excellent levels of interaction and support. However, opportunities to provide similar levels of support during continuous provision are not maximised by all staff. Superb strategies engage parents and carers, and staff are sensitive to the individual needs of families. Attendance by most children is good and for some it is excellent. Although the gap in attainment is narrowing rapidly, the very small numbers of children who have not established a regular pattern of attendance do not fulfil their potential, particularly in their communication skills.

The nursery school clearly demonstrates its outstanding capacity to sustain improvement. The headteacher strives to achieve excellence in every aspect of the school's work; self-evaluation is accurate and involves staff and stakeholders. Ambitious and well-targeted plans create a climate where leaders, managers and staff are well motivated to bring about improvement across all outcomes for children.

What does the school need to do to improve further?

- Build on existing high-quality provision to narrow the gap between the very small number of lowest achieving children and the rest even more rapidly, by:
 - ensuring all staff maximise opportunities in all activities to promote the speaking and listening skills of those groups of children in need of support
 - considering further strategies to help a very small number of children and families who struggle to attend school regularly.

Outcomes for individuals and groups of children

1

Children enjoy coming to nursery school, develop trusting relationships with adults and achieve outstandingly well. Children who join the nursery school with limited language and communication skills receive targeted support which quickly enables them to settle into the routines and begin to form friendships. They benefit hugely from regular group work with skilled practitioners. For example, their understanding and vocabulary is skilfully extended during a picture lotto game. However, they do not always receive the same level of support during continuous provision. In addition a few children do not receive the full benefit of what the nursery school offers because their attendance is at times irregular.

Children are eager to try things. For example, boys and girls tackled the challenge of building a den. They listened carefully to the instructions and guidance of staff, solved problems by matching the length of poles, joining pieces together and putting a roof on top. Their determination and ability to cooperate with one another and persevere resulted in their very own den in which to play. Information and communication technology skills are fostered exceptionally well. Children confidently use the range of computers, the interactive whiteboard and battery operated equipment.

Visitors to the school, such as fire-fighters and nurses, richly enhance children's knowledge and understanding about people in their community and how to keep themselves safe and healthy. They use their developing writing skills to good effect as they write 'thank you' letters to their visitors. Some children make accurate attempts at writing the letters in their name and show developing dexterity and correct pencil control. Children regularly practise the sounds letters make during key-worker group sessions and when singing altogether. They know many songs and rhymes and are developing a good sense of rhythm; they clap and use percussion instruments and make good efforts to keep in time with the beat modelled by staff. Children access books independently and listen to animated stories every day, read by their key worker. Most listen well and contribute with familiar phrases at the right

times. The weekly library is popular and parents and carers help children to choose their next book to take home. Behaviour is exemplary much of the time and staff use highly effective strategies to encourage children and help them to understand right from wrong.

Children enjoy a wide range of energetic activity both indoors and outside. The weekly 'Dance Talent', led by a professional dance teacher, motivates children particularly well as they exercise different muscles and dance to different genres of music. The daily 'Wake up and shake up' session is also very popular. Children show respect for one another's cultural differences and develop an awareness of aspects of different religions. They enthusiastically prepare for the Christmas nativity play which is performed for parents and carers and families each year.

These are the grades for children's outcomes

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:	2
Children's attainment ¹	1
The quality of children's learning and their progress	
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
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 workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	2
Children's attendance ¹	
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

Several factors help outcomes for children to be outstanding. Some attend the high-quality childcare provision before or after their nursery session. Shared values and expectations mean that children develop their skills extremely well. The strong commitment to working with families means that parents and carers are better able to support their children's learning. One parent commented, 'The guidance and support has helped me a lot'. Some innovative examples include curriculum workshops and courses related to early years learning and development. Staff have significantly enhanced the way in which they monitor children's learning. Assessments and observations show increasing precision in pinpointing attainment and next steps in learning. The 'Learning Journey', provides a developing picture of each child's achievements and is shared with parents and carers. This new format is closely aligned to the Early Years Foundation Stage development matters and gives a clear picture of children's progress in relation to the early learning goals. Staff effectively use information gathered from observations to plan what children need to

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

learn next. This ensures that children are provided with appropriate levels of challenge to move them on in their learning.

The rich and varied curriculum is supported by staff's high level knowledge of how young children learn best. This is particularly noticeable in the promotion of personal, social and emotional development. Plans include focused learning intentions for the adult-led activities and continuous provision, and all areas of learning are addressed exceptionally well. Staff systematically help children to make connections and reflect on their own learning. Key members of staff provide skilled, focused support to children with special educational needs and/or disabilities, for example, to encourage speaking and listening skills. They also provide highly effective support, and work well with families, to help children from other countries learn the English language. Regular group times at the beginning and end of the session enable key workers to build respectful and caring relationships with the groups of children.

Collaborative working with a range of agencies sustains the learning, development and well-being of children facing challenging circumstances. Robust health and care policies and procedures underpin the excellent attention to children's well-being and all welfare requirements are met. The school is highly proactive and immediately follows up absenteeism to find out if a child is unwell and makes good efforts to encourage parents and carers to help their children attend regularly. The school is aware of the need to develop further strategies to encourage a regular pattern of attendance for a very small number of children and families.

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?

The headteacher provides very strong leadership. She is supported extremely well by staff who work very effectively as a team, sharing responsibility for aspects of provision and areas of learning. Together with the governing body, leaders and managers have a very clear view of the nursery school. They set out their ambition and secure improvement exceedingly well. As a result, teaching is highly effective in inspiring children, the curriculum meets their needs and interests and they make great strides in their learning. Skilful monitoring and analysis of good-quality data identifies areas for development or where additional attention would support learning further. These findings are astutely used to inform performance targets. This whole-school approach ensures that challenging targets are well focused, measurable and have a positive impact on outcomes for children. The governing body are rigorous in their approach to fulfilling their statutory duties. Some members have provided faithful support for a number of years and are extremely dedicated. They provide high levels of professional challenge and continually seek to improve how they monitor and review the work of the school further.

The safety of children is given high priority and excellent risk assessment systems are in place. Rigorous procedures for the vetting and recruitment of staff are followed. Governors and staff have completed appropriate training in the safeguarding of children and there is a comprehensive awareness of issues. Collaborative working with key agencies ensures targeted support can be arranged and families informed about how they can support their child. Equality of opportunity and community cohesion are at the very heart of the school's work and are consistently promoted. Families who attend and live within the community represent a diverse range of backgrounds and all are treated with equal concern. Children benefit positively from the contribution of their peers and their families. Consequently, outcomes for all children are positive and the school is effectively narrowing the gap rapidly between the very small number of lowest achievers and the rest.

The nursery school has a highly positive relationship with parents and carers and engages them very well in their child's learning. As one parent stated, 'If I have a worry I tell a member of staff and it is dealt with that day'. They receive regular formal and informal information about what their child is learning and how they can support them at home. The well-placed 'Parents Comments' book and the recent development of the parent-teacher association are two examples of how the school continually strives to take account of the views of parents and carers and involve them in decision making. The school takes a significant role in leading the work of the childcare provision together with the very experienced childcare manager. This seamless provision makes an excellent contribution to children's good and mainly outstanding achievement and well-being. The nursery school provides excellent value for money. In the words of one parent and echoed by many, 'Turncroft is a fantastic nursery school'.

These are the grades for the 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	1
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	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents and carers who returned the questionnaires or who spoke to the inspectors are overwhelmingly supportive of the school's work. All agree that children enjoy school and feel safe. Written and verbal comments overwhelmingly express their delight at the dedication of staff and how well they support their child and the family. Inspectors took into account the concerns of a very small minority of parents and carers when evaluating the work of the nursery school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Turncroft 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 53 completed questionnaires by the end of the on-site inspection. In total, there are 94 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	85	8	15	0	0	0	0
The school keeps my child safe	48	91	5	9	0	0	0	0
The school informs me about my child's progress	43	81	9	17	0	0	1	2
My child is making enough progress at this school	42	79	11	21	0	0	0	0
The teaching is good at this school	46	87	7	13	0	0	0	0
The school helps me to support my child's learning	42	79	8	15	2	4	0	0
The school helps my child to have a healthy lifestyle	40	75	11	21	1	2	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)	39	74	12	23	0	0	0	0
The school meets my child's particular needs	44	83	7	13	0	0	0	0
The school deals effectively with unacceptable behaviour	43	81	7	13	0	0	0	0
The school takes account of my suggestions and concerns	42	79	9	17	0	0	1	2
The school is led and managed effectively	42	79	10	19	0	0	1	2
Overall, I am happy with my child's experience at this school	45	85	8	15	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 all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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 pupils 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 pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

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.



24 November 2011

Dear Children

Inspection of Turncroft Nursery School, Darwen, BB3 2DN

Thank you so much for showing me around your nursery school when I visited recently. I had such a lovely time being with you all. You have an outstanding nursery school and that means it is one of the best. You do so many different things each day and have so much fun. I was very impressed with how much you can do all by yourself and some of you have only started recently! It was good to see you playing outside in the fresh air too. I thought you were very clever to work out how to fix all of those poles together to make your den. Your mums and dads think it is a fantastic nursery school too and told me just how much you enjoy being there. You all get on so well together and behave brilliantly. Well done all of you.

Your teachers and the governors know exactly what to do to make sure your school is a safe place to be. I was really pleased to see how well your teachers look after you and how well you are learning to look after yourselves. You are given many really good opportunities to talk and listen to each other and your teachers know how important this is. I think that they could help some of you to learn, say and practise new words even more. So I have asked them to try and make sure that they help you even more. Most of you come to nursery school every day and that is a very good habit to get into. I have asked your headteacher and the governors to think of ways to help every child to do this so that all of you will be really well prepared when you move on to your next school.

Boys and girls, you are a credit to your school. It is no wonder your teachers enjoy being with you each day. Keep trying as hard as you do in everything you do. I wish you and your families all the best for the future.

Yours sincerely

Karen Ling
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 **0300 123 4234**, or email enquiries@ofsted.gov.uk.