

Ogley Hay Nursery School

Brickiln Street, Brownhills, Walsall, WS8 6AU

Inspection dates

15–16 November 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- All children, including those with particular learning needs, make very good and often exceptional progress in all areas of learning and their achievement is outstanding.
- Children are constantly encouraged to be inquisitive and they thoroughly enjoy investigating the world around them in a well-resourced environment.
- Children's independence is encouraged in all activities so that they are able to look after themselves and make decisions about what activities to take part in.
- Children build very strong relationships with all adults in the nursery and, as a result, they have great confidence in themselves and their activities.
- Children's behaviour is exemplary. They work and play extremely well together in a safe and secure environment.
- All staff have a thorough and detailed knowledge of the needs of young children. They are highly skilled at planning exciting activities that build on children's interests and enthusiasms, using both the inside and outside areas.
- Leaders and managers of the nursery are strongly committed to ensuring the very best provision so that children make excellent progress. They have improved the quality of teaching and provision through robust self-evaluation and target setting for staff. As a result, achievement has improved from good to outstanding since the previous inspection.
- All staff are committed to improving their skills and to living up to the school motto of 'Together we learn'.
- Parents and carers are very supportive of the nursery and consider that it provides very well for their children. They very much appreciate and enjoy the opportunities to be involved in developments in the curriculum.

Information about this inspection

- The inspection was carried out by one additional inspector.
- The inspector spent half the inspection time in children’s learning sessions and saw six members of staff teaching and working with the children. She was accompanied by the headteacher for much of this time.
- Meetings were held with members of staff, the governing body and a representative of the local authority.
- The inspector observed the work of the school and looked at its development plans, the governing body minutes, the school’s records of children’s progress and their learning journeys.
- As well as informal discussions with parents or carers at the start of sessions, account was taken of the three responses to the online questionnaire (Parent View).

Inspection team

Jenny Batelen, Lead inspector

Additional inspector

Full report

Information about this school

- Ogley Hay has the equivalent of 60 part-time places. Children attend the school after their third birthday and attend different sessions to suit parents' and carers' requirements.
- Children are mostly from White British backgrounds with a very small minority from a range of other traditions who are learning English as an additional language.
- The proportion of children with disabilities and those who have special educational needs supported through early years action is above that expected.
- The proportion of children with disabilities or with special educational needs supported at early years action plus is average. At the time of the inspection, there were no children with statements of special educational needs.
- There are no children in receipt of the pupil premium. The pupil premium is extra money given to primary and secondary schools by the government to support pupils who receive or have received free school meals, looked after children and children whose parents are currently serving in the armed forces.
- The school does not use any alternative provision, so that all its pupils are taught on the same site.

What does the school need to do to improve further?

- Extend the work already started with parents and carers, and children, to further develop the outside area so that there are even more opportunities for open-ended activities that encourage investigation through rich and engaging play and learning.

Inspection judgements

The achievement of pupils **is outstanding**

- The majority of children enter Nursery with skill levels that are well below those expected for their age, particularly in reading, writing, speaking and listening.
- School tracking shows how all children, including the very few from minority ethnic groups or who are learning English as an additional language, make rapid progress in all areas of learning. By the time they leave the nursery, the majority of children have skills that meet age-related expectations, including in reading, writing, speaking and listening. Consequently, they are very well equipped to make the transition to primary school.
- Those children who have particular learning and/or emotional needs are quickly identified and very effectively supported by all adults. As a result, they participate in all activities and make extremely good and often outstanding progress.
- Children's reading and writing skills are effectively developed as they share stories in their family groups, learn to recognise their own and each other's name and the sounds they start with, and are praised for their attempts at early writing. These early writing attempts are valued and on display throughout the school, and are available for parents and carers to take home.
- Early number skills are developed at every opportunity. Children count and recognise numbers; they learn to name shapes and are encouraged to use appropriate mathematical language. This was clearly demonstrated when children were counting nuts and bolts into jars and were able to talk about whether they had more or fewer than their friends.
- Children are encouraged to become highly independent in decision making as they can easily access all resources and so choose their activities. This extends to looking after themselves very capably in matters of personal care and hygiene
- Highly skilled questioning ensures that each child's needs are well met and they are able to develop their ability to think and to explore their environment. Oral skills are also extremely well developed as teachers' questioning encourages extended answers from the children which help to develop their understanding of their own feelings and opinions.

The quality of teaching **is outstanding**

- All staff have very high expectations of what children can achieve. Their constant questioning ensures that adults are clear about how well children understand what they are doing and what their interests are. As a result, staff are able to plan exciting activities that motivate the children and thus ensure excellent progress.
- Key workers plan activities together at the end of each day so that they are able to respond to the immediate interests and enthusiasms of the children.
- When necessary, children are given expert one-to-one support that enables them to take a full part in the life of the school.
- Staff quickly adapt to children's interests during sessions, as was very clearly demonstrated when children became fascinated by a sound that turned out to be a workman's drill. Children excitedly took adults out to 'see' the sound they had heard, and the planned activity was quickly adjusted so that children could imitate the workmen who were building a wall.
- Children's curiosity is developed extremely well as they explore their world. What seemed to be a leaf in the hole of a brick was carefully looked at and through questioning was found to be a slug. The child was encouraged to consider where might be a safe place for the slug and then to have a first experience of touching the slug.
- Inside and outside areas support all areas of learning. The outside area is in the process of being further developed through work with parents and carers, and children, in creating exciting and imaginative play areas that foster imaginative and open-ended play experiences.
- There is a strong focus on developing children's expressive language skills through enjoying

popular children's stories together, for example when children joined in the repetitive phrases and then developed their understanding of being in a cave as they built a cave in the sandpit.

- Another high focus for staff is developing children's independence. Taking their turn in the splash pool, children were helped to be independent in undressing and putting on swimming costumes, and then dressing themselves at the end of the session.
- Modern technologies are used effectively to support learning. Staff use the interactive whiteboard regularly and very effectively to develop reading and writing skills. Children very much enjoy using cameras to photograph their own work.
- Staff regularly and thoroughly assess children's progress, and use text and photographs to create a lively record of the child's time in Nursery.
- The constant, positive dialogues between staff and children mean that children understand that they are valued and that their activities and work are important.
- Learning for all children is strengthened by the way staff engage with parents and carers. There is constant dialogue at arrival and departure time and parents and carers say how they value the time that staff give them and how friendly they are. The reading folders give parents and carers an excellent opportunity to share stories with their children and to comment in the workbook provided.

The behaviour and safety of pupils are outstanding

- Children behave exceptionally well. They settle quickly and form strong and trusting relationships with all staff in the nursery.
- The high-quality provision ensures that children thoroughly enjoy the activities, are enthusiastic to take part and so are engaged in their learning.
- They learn to play extremely well together through family group times and activities that encourage the sharing of resources and space. Adults manage all behaviour exceptionally well because they have a strong understanding of children's stages of development and are able to support them to learn appropriate behaviour.
- The very few children who have difficulty playing successfully in a group are helped to do so by the consistent strategies used across the nursery. The close relationship with parents and carers means that there is a constant exchange of information, and staff are able to adjust what they do if circumstances make this necessary.
- There is an appropriate anti-bullying policy in place, but the individual nature of working with children means that there is no bullying, and children behave extremely safely towards each other.
- Children learn to keep themselves and others safe. This was demonstrated as they learnt to use tools and equipment safely and to take care as they move around the school. Parents and carers are, rightly, completely confident that their children are safe there.

The leadership and management are outstanding

- The headteacher leads a highly committed staff team who have strongly improved the nursery since the previous inspection so that it continuously responds to children's learning, social and emotional needs. Leaders very regularly check and analyse children's progress in all areas of learning. This, in turn, ensures that there is equality of opportunity for all children and that there is no discrimination.
 - Staff are committed to developing their own skills, and benefit considerably from the process of appraisal when staff review their practice and identify targets for development linked to children's progress and whole-school plans. Students working alongside staff are well supported to learn the skills necessary to support children's outstanding achievement.
 - The curriculum is underpinned by the belief in encouraging children's fascination and wonder
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about the world in which they live through a wide range of exciting and rich experiences. Links with external agencies ensure that children benefit strongly from opportunities to be creative, by, for example, using recycled materials to explore and create new things, and from the development of the outside area which is under constant review.

- The school's involvement in local community events and places of interest ensures that children have the opportunity to feel part of and understand the community in which they live.
 - Learning about different festivals and special events helps children learn about the wider world.
 - Parents and carers are very positive about the nursery. They are encouraged to be actively involved and have developed two areas of the outside space, and are now planning further developments. The school responds positively to parents' and carers' suggestions and they appreciate the fact that they are now clear about the daily activities from a board in the entrance area.
 - Highly effective induction procedures, including home visits, ensure that children quickly settle into school. Strong links with the local primary school ensure a successful transition to the Reception class.
 - The local authority has given strong support, particularly to the headteacher and staff as they have developed the provision and have gained confidence in their beliefs and values, to encourage children's curiosity and excitement about the world.
 - **The governance of the school:**
 - The governing body is knowledgeable and has a range of skills that enable members to ask searching questions and support the developments in the school. Regular visits and checking of school information ensure that they know how the nursery operates and how this benefits the children in their care. They understand and carefully check how staff are held to account through the appraisal system, and how salary increases and promotion are used to reward and encourage good teaching. Rigorous and effective controls ensure that policies are regularly updated, including safeguarding, which includes ensuring that staff are vetted and trained in order to keep pupils safe and free from harm. Effective financial management enables the school to make best use of its resources.
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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	104141
Local authority	Walsall
Inspection number	400688

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	53
Appropriate authority	The governing body
Chair	Paul Gosling
Headteacher	Margaret Turley
Date of previous school inspection	25–26 February 2010
Telephone number	01543 452740
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