

INSPECTION REPORT

Caverstede Nursery School

Peterborough

LEA area: Cambridgeshire

Unique Reference Number: 110599

Headteacher: Mrs. J. Spratt

Reporting inspector: Mrs. V. M. Hulme
T11912

Dates of inspection: 24.11.97 - 27.11.97

Under OFSTED contract number: 508277

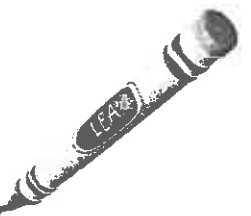
Inspection carried out under Section 10 of the School Inspections Act 1996

© Crown copyright 1997. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated. Further copies of this report are obtainable from the school.

Under the Education (Schools) Act 1992 and the Education Act 1993, the school must provide a copy of this report and/or its summary 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.

Information about the school

Type of school	Nursery
Type of control	Maintained
Age range of pupils	3-4
Gender of pupils	Mixed
School address	Caverstede Road Paston Peterborough Cambridgeshire PE4 6EX
Telephone number:	01733 571742
Fax number:	01733 571742
Appropriate authority:	Cambridgeshire C. C.
Name of chair of governors:	Mrs M Stone



Information about the inspection team

Team members	Subject responsibilities	Aspect responsibilities
Mrs V. M. Hulme Registered Inspector	personal and social area of learning, language and literacy, mathematical area of learning	characteristics of the school, special educational needs, attainment and progress, attitudes, behaviour and personal development, attendance, teaching,
Mrs R Whinn-Sladden	physical development area of learning, knowledge and understanding of the world, creative development	equality of opportunity, curriculum and assessment, spiritual, moral, social and cultural development, leadership and management, staffing, accommodation and learning resources.
Mr S Vincent Lay Inspector	None	support, guidance and pupils' welfare, parents and links with the community, efficiency of the school.

The inspection contractor was:

Lincolnshire Education Associates
The Porch House
North End
Goxhill
North Lincolnshire
DN19 7JT

01469 530600

Any concerns or complaints about the inspection or the report should be raised with the inspection contractor. Complaints which are not satisfactorily resolved by the contractor should be raised in writing with OFSTED by writing to:

The Registrar
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE



REPORT CONTENTS

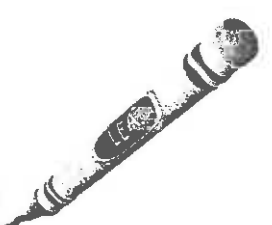
	Paragraph
Main findings	1 - 18
Key issues for action	19
Introduction	
Characteristics of the school	20 - 21
Key indicators	22
 PART A: ASPECTS OF THE SCHOOL	
Educational standards achieved by pupils at the school	23 - 42
Attainment and progress	23 - 37
Attitudes, behaviour and personal development	38 - 41
Attendance	42
Quality of education provided	43 - 62
Teaching	43 - 46
The curriculum and assessment	47 - 51
Pupils' spiritual, moral, social and cultural development	52 - 55
Support, guidance and pupils' welfare	56 - 59
Partnership with parents and the community	60 - 62
The management and efficiency of the school	63 - 74
Leadership and management	63 - 66
Staffing, accommodation and learning resources	67 - 70
The efficiency of the school	71 - 74

PART B: CURRICULUM AREAS AND SUBJECTS

This section is not applicable for nursery school reports. Areas of learning have been dealt with in Part A under the section Attainment and progress.

PART C: INSPECTION DATA

Summary of inspection evidence	75 - 78
Data and indicators	79 - 82



Main findings

1. Caverstede Nursery School is a centre of excellence that has many outstanding features. It is highly regarded by parents, governors and the local community. The headteacher's leadership places a strong emphasis on providing a caring ethos in which children feel secure. She is very well supported by the whole school team, including the governing body. Although the school is experiencing a time of difficulty with staffing and some have only joined them very recently, they have quickly established team working and are committed to achieving the aims of the school which includes the best possible attainment for every child. Children benefit from starting their school life here.
2. When children enter the nursery at the age of three, they come with a very wide range of abilities. Overall, attainment on entry is broadly average. Several children have low levels of linguistic and mathematical awareness and some have unsociable behaviour. Forty children have special educational needs and some of these are formally assessed in order to establish the severity of their learning difficulty. Children who have needs of sufficient difficulty are provided with a statement of special need before they leave the nursery. A few children experience difficulties because English is an additional language for them. Other children show an interest in early reading and writing activities and some are confident at speaking to other children and adults.
3. Language and literacy is given a high priority and attainment is often better than might be expected. The children make good progress and attainment is above the national expectation when they leave the nursery. Already, many children, who are three and four, have developed a love of books and stories, they recognise their names and are attempting to write them, they are beginning to recognise alphabet letters and know that print conveys meaning. They are taking part in discussion in small groups and listen attentively to the teacher and one another.
4. In mathematics, the majority of children are at least attaining the national expectation and some do better. The children make good progress. They are using mathematical language well. They recognise numbers up to ten and are making good efforts to write them. They match numerals to quantity using a variety of objects and check their work by using a card system. They match shapes and are learning appropriate vocabulary to describe them. They enjoy everyday situations in which they make use of their mathematical skills such as visiting a nearby shop and selecting items from a list correctly.
5. In the area known as knowledge and understanding of the world, children's attainment is above the national expectation by the time they leave the nursery. They talk about things past and present in their lives, such as last Christmas and what they did at the weekend. They show respect for the natural world and living things. They learn how materials change and what causes change from their involvement in scientific activities such as melting ice cubes of different colours and feeling cotton wool immersed in water. Technological skills of cutting, joining, folding and building are developing, as is their skill with the mouse, when using the computer.
6. In the area of physical development, attainment is better than the national expectation and this is a strength. Children move confidently and imaginatively with increasing control and co-ordination. They use a range of small apparatus well, use tools safely



and correctly, jump, balance and climb on large apparatus and extend their control of bicycles and wheeled toys. Considering their age, they are particularly good at taking turns and considering safe practices such as not pushing or overtaking on apparatus.

7. In the creative development area, attainment is above the national expectation by the time they leave the nursery. Children are familiar with the basic colours and know how to mix them to make other colours. They use a paint brush with increasing dexterity and print using sponges or hands. They sing songs and have memorised rhymes. They move to music and are identifying rhythms and patterns. They express their ideas and feelings through art, music, dance and imaginative play.
8. Given the staffing levels and an intensive programme of support, overall, children make good progress in all the areas of learning. The progress of some three- and four-year-olds is better than might be expected. Most children with special education needs make good progress towards the targets identified in their individual education plans and about a quarter make very good progress and may be removed from the special educational needs register.
9. Children have very good attitudes to learning. They are interested in what they are doing and persevere to complete a task to their satisfaction. Many are proud of their achievements and want to share their success. Behaviour is very good. Children are becoming confident individuals who show appropriate self-respect and establish effective relationships.
10. Attendance is very good. Parents understand the importance of regular attendance and how this contributes to the good attainment and progress. They make good efforts to have their children in school every day. Children generally arrive punctually and come willingly to school.
11. The staff are both hard working and dedicated. They work well as a team to develop an appropriate curriculum for children under five that meets all their developmental needs and prepares them for future learning. The teaching is strength of the school. It is of high quality, with over half the lessons being very good or even excellent. It has a very positive effect on what children know, understand and can do and the progress that they make. Staff have excellent relationships with children which makes them want to learn.
12. Teachers have a very good knowledge of the curriculum which means that they explain things clearly, provide appropriate activities that stimulate interest, make very effective use of the resources they use and question children skilfully to promote and reinforce learning and make them think. All staff have high expectations of every child's ability to achieve while at the same time allowing them to grow in confidence and learn from their mistakes.
13. The breadth, balance and relevance of the whole curriculum is excellent. Teachers plan very effectively for progression and continuity. The ways in which the school promotes equality of access to the full range of opportunities is excellent. The staff ensure that all children, including those on medication or wearing medical support systems, take a full part in everything everyone else is doing. The local authority support for children, for whom English is an additional language, is good and enabling them to have access to all



aspects of the curriculum. Provision for children with special educational needs is strength of the school. The intensive programme of support and the dedication of the adults providing it has a positive impact on the good progress that they make. The assessment of children is very good with all staff contributing information following careful observations. This enables teachers to know what are the strengths and weaknesses of each child and to plan carefully for what children need to do next.

14. The school promotes the spiritual, moral, social and cultural development of the children very effectively. Spiritual development is good and grows as children use the opportunities provided to experience and appreciate the wonders of the natural world and take part in creative activities, music and imaginative play. Moral and social development is excellent. Children are valued as individuals. They are encouraged in self-discipline and praised for good behaviour. They have a growing awareness of the difference between right and wrong. Kindness and caring for others is an important part of school life. Cultural development is satisfactory. Children have a growing understanding of their own culture through music, art and story. Their awareness and understanding of other cultures is beginning and celebrations and festivals, such as Divali, contribute to this effectively
15. The welfare of the children is central to the aims of the school. Generally, the school has very effective procedures for monitoring those aspects of school life that help teachers to provide the support and guidance that children need. The school does everything it can to keep children from harm and there are very effective systems to make them feel safe and secure. Overall, the provision for children's welfare is excellent.
16. The staff make time to encourage all parents to become involved fully in their children's education. Parental contributions to activities in classes are of high quality. Parents contribute to the life of the school in a variety of ways, all of which make a positive contribution to the attainment and progress of the children. The nursery has effective arrangements to involve itself in the life of the community and curriculum enrichment through these links is very good.
17. The caring and dedicated leadership is very good and provides clear direction for the work for the school. Staff are well deployed and all have some responsibilities but the management roles of the teachers are underdeveloped at present. This is the result of staff changes arising from, a deputy head secondment that has been extended, long term illness of one teacher and temporary appointments of others. The headteacher has carried out all the management responsibilities of the full curriculum during this time. The school is now at a point where a more rigorous system of monitoring is needed which will involve teachers assisting further in the management of the work of the school. They have recently been given curriculum responsibilities which they now need time to develop, including sufficient time for the monitoring of teaching and learning first-hand.
18. The school's budget is overseen by the local authority but is administered by the school under a special system for nursery schools. The budget is spent carefully and effectively and the Friends of Caverstede contribute to it substantially. The use of existing resources and accommodation is excellent. Nothing is wasted. Day-to-day administration, to which the headteacher makes a significant contribution, is very good



and the school runs smoothly. This is an efficient school that makes very good use of most of its available resources to achieve the best outcomes for all its children and, in doing so, provides very good value for money.

Key issues for action

19. Much has already been achieved by this school to provide a high quality of education for the children. However, there remains a need to address the following issue:
- extend the management roles of the teachers, as planned, to ensure that:
 - a) everyone develops a curriculum responsibility based on the areas of learning;
 - b) as the management role is developed it includes the monitoring of teaching and learning first-hand in all classes.

Introduction

Characteristics of the school

20. Caverstede Nursery is the only nursery school in the city of Peterborough. It has been in existence since the 1940s but extensions and improvements to the building now provide very good accommodation. There are 160 three- and four-year-olds attending the nursery part-time and they are taught by five teachers, one of whom is the headteacher and two are part-time. Each of the three classes is supported by nursery nurses and learning support assistants. The school serves the whole city and surrounding villages. Many children have to travel several miles and those with special education needs come to school by taxi. There is a great demand for places at this school and it is not unusual for parents to register their children as soon as they are born; waiting lists are long. The children come from a wide range of backgrounds; professional families; lone parent families; socially disadvantaged families and children who are in care.
21. Overall, the attainment on entry is broadly average. Assessments that are undertaken on entry show that several children have low levels of linguistic and mathematical awareness and some have unsociable behaviour. There are forty places reserved for children with special educational needs who are referred by outside agencies. Many of these children are already receiving support at home. There are forty children on the special educational needs register and eleven children have free school meals. Of those on the special needs register there are no children at present with statements of need but the local authority has provided additional staff to provide the support these children need. In order to establish the severity of their learning difficulty children are assessed and those who have needs of sufficient difficulty are provided with a statement of special need before they leave the nursery. At the end of their time in the nursery children transfer to thirty different primary schools and that makes liaison very difficult.

Key Indicators

22. Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	55
Satisfactory or better	100
Less than satisfactory	0



PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress

23. Children enter the nursery at the age of three and stay for a year. The assessments carried out on entry to the school show that children have a very wide range of abilities. Several children have low levels of linguistic and mathematical ability and some have unsociable behaviour. There are a quarter who have special educational needs, of whom, some are formally assessed for statements of special need before they leave the nursery. A few children experience difficulties with language because English is an additional language for them and they need specific support from adults who speak their language. Other children are showing an interest in early reading and writing activities and some are already confident speakers with a good vocabulary who enjoy talking to other children and adults. Overall, children's attainment on entry is broadly average.

Language and literacy area of learning

24. This area of learning has a high priority and children are given many opportunities to talk about what they are doing and about events in their lives at home and school. They retell familiar stories and improve their listening skills by using the tape recorder to listen to songs and rhymes. They take part in small group discussion about Christmas and can recall things that happened last year and anticipate what may happen this year. Children know how to handle books carefully and enjoy them, particularly those that emphasise colour such as "The Blue Balloon" and "Red is Best". They enjoy sessions in the class book corner and in the school library. They take part in role play in the home corner and restaurant which extends their vocabulary and use of appropriate language. They use name card games to reinforce the recognition of their name and some know the first letter sound. They use the CD ROM to watch stories about favourite characters, such as Peter Rabbit, and know that the print on the screen has meaning as they listen to the words, they can see, being read.
25. Given the staffing levels and an intensive programme of support that follows once the assessments are completed, the children make good progress and attainment by these three- and four-year-olds is better than might be expected. The children with special educational needs make good progress towards the targets identified in their individual education plans and about a quarter make very good progress and may be removed from the special educational needs register.

Mathematical area of learning

26. Children's attainment in this area of learning meets the national expectation. There are opportunities for children to become familiar with and use mathematical language. They compare teddy bears and use terms such as "bigger than" or "taller than"; they arrange plates or cutlery in the home corner and decide whether one person has more or less than they need; and they compare pencils deciding which are longer or shorter. They recognise numbers 1-5 and some know up to ten. They trace over numerals and are learning to write them. They use objects to compare, sort, match and count. They

use a wide range of sorting and colour matching activities and take part in games such as, count a colour or match a balloon to encourage colour patterning. They match shapes using coloured blocks and some children are already beginning to use appropriate vocabulary such as square, circle and triangle. Children take part in practical activities to undertake simple addition using cutlery, coloured plates and bears in the home corner. They take part in everyday situations such as shopping to extend their mathematical experiences. In small groups they visit the local shop and use a shopping list and find and select the items they need. They count ten sprouts into a bag, check that there are six eggs in a container and select two apples. They know that some items must be weighed and all items have a cost. They count the coins needed to pay for the items. By the time the children leave the nursery, the majority attain the national expectations for their age and some do better.

27. Progress is good. Children extend their mathematical vocabulary well and use practical activities and purposeful play to develop skills at solving simple problems. Their awareness of numbers in the environment is improving greatly and the many opportunities they have for counting is helping children become more accurate.

Knowledge and understanding of the world area of learning

28. Children are already attaining the national expectation in this area. While walking to a local shop to buy green fruit and vegetables children talk about where they live and identify similarities and differences between their own houses and gardens and those that they pass. They recognise postal vans and talk about letters, parcels and the television character, Postman Pat. In classrooms children talk confidently about their families and past and present events in their own lives.
29. Respect for the natural world and living things is actively encouraged through discussions, stories and caring for growing things in the classroom. Sand and water play changes every day giving children the opportunity to explore a range of experiences, including washing dolls, handling wet cotton wool or experimenting with spaghetti in water. Watching blue and yellow ice cubes melt enabled children to think about how materials change as well as the way mixing colours produces a change. The wonder and excitement when the cork hit the ceiling was a joy to see when children were observing what happens when vinegar is mixed with baking soda.
30. Children's technological skills of cutting, joining, folding and building are being well developed. Computers are new to most of the children but their mouse skills are already good and they use the computer well with adult support where necessary.
31. Although children have had only a short time in school, staff have ensured that they have been given a wide range of experiences which have enabled them to make good progress in this area of learning.

Physical Development area of learning

32. Children are already attaining the national expectation for their age in all aspects of this area of learning. Planning and provision for outdoor play is a strength. Children take turns, play fairly and consider safe practices such as not pushing or overtaking on apparatus. This is the result of teachers using every opportunity, during outside play, to

reinforce what has been learned. Children move confidently and imaginatively with increasing control and co-ordination. They jump, balance and climb on large apparatus. They are confident with a range of small apparatus, throwing and catching, bouncing balls and using a bat. They use a variety of small bicycles and wheeled vehicles with confidence.

33. In the classroom children are taught to use scissors and to hold tools safely and correctly. A parent helper is helping children develop their skills with wood. They secure shapes to balsa wood using a hammer and nails.
34. Progress is very good. Children are improving their co-ordination and control of equipment and tools. This is the result of staff carefully encouraging children to persevere and practise to improve their skills. Their care and encouragement gives children confidence and they create an environment where children are happy and continue to improve.

Creative Development area of learning

35. Children's attainment is above the national expectation by the time they leave the nursery. The classroom walls are a bright and colourful record of the work that children do in this area of learning. Most children know the basic colours and know that mixing colours produces different colours. Their vocabulary is being extended to use the words lighter, darker and pale. They are beginning to understand that adding black to a colour creates a shade and adding white produces a tint. Children can print using sponges, card or their hands, use a paintbrush with increasing dexterity and make patterns with paint and collage. Already, they are acquiring a good foundation for the subject of art in the National Curriculum.
36. Children are introduced to music in many ways. It is often played in the classroom while children are working and they sing songs and rhymes with others in a group or class. Children have memorised the words to a number of songs that they learn in school and at home. Children move to music and are beginning to identify rhythms and patterns. Taste and smell are being explored through cooking and baking and textures through sand and water activities.
37. Children have made good progress in this area. Children are taught, carefully and systematically, the skills they need to enable them to express their ideas and feelings through art, music, dance and imaginative play

Attitudes, behaviour and personal development

38. The personal and social development programme has a high priority and is used very effectively to help children work, play and co-operate with each other. By the time they leave the nursery most children attain above the national expectation in this area of learning.
39. Children gain self-respect because they are valued as individuals. Many are proud of their achievements and want to share their success as they show their work to any passing adult. They are becoming more confident and are learning how to behave in

appropriate ways. Others are already very confident particularly when talking to adults about events in their lives. They are usually very friendly and relate well to visitors and one another. The warm, caring relationships are a strength of the school. Children want to please all the adults who work with them and this has a positive impact on their attainment. Although the children have only spent a few weeks in school, they are already working well in the large class group when joining in a singing activity or listening to stories. They work well in the smaller groups and are learning to take turns and share fairly. They relate sensitively to those with special educational needs.

40. In all three classes, behaviour is generally very good. This is because staff have a consistent approach to the implementation of the behaviour policy and are helping children become confident individuals who show appropriate self-respect and establish effective relationships. There are a few children who cause disruption to others but careful handling by staff keeps this to a minimum. There are high, but realistic, expectations of what can be achieved. Praise is used very effectively to reinforce good behaviour.
41. When involved in activities, children, including those with special educational needs, concentrate and persevere with a task until they are satisfied. They show initiative when choosing an activity or selecting which materials they want to use. When taking part in storytelling or music-making, most listen carefully and respond to questions. They treat property and the place they learn with care. They show independence when they dress to go outdoors, at snack time and in personal hygiene. The very good attitudes and behaviour have a positive effect on children's attainment and progress.

Attendance

42. Although there are no statutory requirements regarding attendance for children aged under five years, the level of attendance in the nursery is very good, being well above 90 per cent. Parents understand the importance of regular attendance and how this contributes positively to attainment. Children generally arrive punctually and sessions begin promptly.

Quality of education provided

Teaching

43. In a nursery school it is the responsibility of both teachers and nursery nurses to carry out the teaching and this is done very effectively. The learning support assistants, who have responsibility for children with special needs, also contribute to the teaching and all three groups of adults work together as a teaching team very effectively. They plan the curriculum together co-operate on policies, are consistent in the implementation of policies and practice and ensure there is continuity and progression. They all have a very clear understanding of how young children learn. The weekly planning sessions result in agreement on activities that are purposeful and carefully structured.
44. The teaching is of high quality; over half is excellent or very good. The teaching is a strength of the school and has a very positive effect on the attainment and progress of



the children. There are no weaknesses. Staff have excellent relationships with the children that give them a feeling of security and make them want to learn. The planning of play activities is based on the areas of learning and teachers observe the children during these activities and try to determine what they need to learn next. The purposeful play provided by teachers is planned to provide a good foundation for the National Curriculum and prepares children well for the next stage of education.

45. All staff have a very good knowledge of the areas of learning which forms the curriculum for children under five. This knowledge enables them to question very effectively and give clear explanations. As teachers work with the children they promote and reinforce the learning and make them think. This was seen in a construction activity involving the use of large blocks. The continual collapse of the construction led to the teacher providing suggestions to look closely at the bottom of it and the children involved realised why the problem existed and set out to correct it. Staff know the children and their families well and have the complete confidence of the parents. Teachers have high expectations of each child's ability to achieve, while at the same time providing sensitive support that allows them to grow in confidence and learn from their mistakes.
46. Staff understand that children learn at different rates and make the right kind of provision for all groups. The school has a high number of children with a wide range of special educational needs and they are provided with effective programmes of work that match their needs. Some of these children need an adult to support them at all times and, even so, make good progress in spite of their disability. The good progress made by all children with special educational needs owes much to the excellent support provided by the learning support assistants which is co-ordinated and monitored every week. The frequent visits of the two pre-school learning support teachers provide an additional dimension to the extensive support programme and is a contributory factor to the attainment and progress of these children. The wide range of special needs necessitates teachers working closely with many external agencies. This is done well and is very effective in providing for the specific needs of each child. Some of the support is so good that children can be removed from the special needs register. About a quarter of the children were removed last year. There are some children for whom English is an additional language and the help provided by two Section 11 staff ensure that all children have access to the broad curriculum provided by the school.

The curriculum and assessment

47. The curriculum is broad and balanced and is based on the recommended areas of learning for children under five. There is a good balance of activities between those chosen by children and those planned by adults. All children have access to the full range of activities on offer.
48. Planning is thorough and covers all six areas of learning. There are comprehensive policy documents for all areas of the nursery's work. These policy documents are supported by other curriculum guidance in a published scheme which closely matches the school's way of working. The planning is very effective. The three classes initially plan together so that children in each class receive similar experiences. Then the teacher and nursery nurses, in each class, plan the detail together. Activities are well



planned and structured and staff keep records to ensure that all children have the opportunity to take part in what is offered. Learning support assistants work closely with class teachers to plan work for children with special educational needs ensuring effective use of time. The close working relationship between staff ensures that the expertise of everyone is used effectively and classes are well managed.

49. The curriculum is enhanced by visitors to school and by visits into the local community. Parents are of great help here, enabling children to benefit from having a high level of adults when they go out of school.
50. The curriculum access for children with special educational needs is the same as that for other children but learning objectives are carefully planned and individual education plans are in place to support their learning. Provision for children with special needs is excellent. There are some children in school for whom English is an additional language. These children are well supported by teachers who speak their language and enable them to have access to the whole curriculum. They support both the children and their families if needed as well as helping the school in many ways, such as working with the children on the festival of Divali
51. Assessment is based mainly on observations while children are working. Staff observe carefully and make notes to inform children's records. Special educational needs assessment procedures fully meet the recommendations of the Code of Practice. The school has recently reviewed its record of achievement and now intends to use a booklet that fits more closely to the areas of learning. Children and parents are fully involved in their records of achievement and know what are the child's strengths, as well as what he or she needs to try to do to improve.

Pupils' spiritual, moral, social and cultural development

52. The school successfully promotes the children's spiritual, moral, social and cultural development. There is very effective provision for children's personal development and they are happy and secure in a place to learn that emphasises safety and trust.
53. Spiritual development is good and effectively taught through the planned curriculum. Spiritual development grows as children use the opportunities provided to experience and appreciate the wonders of the natural world such as the new growth of bulbs and the changes in trees from Autumn to Winter. They experience and appreciate wonder through creative activities, music and imaginative play. In a science activity children experienced a sense of wonder when a bottle of vinegar had baking soda mixed with it and the cork shot to the ceiling. They are gaining an awareness of the beliefs and feelings of others as they gradually extend their knowledge of the worship of world faiths.
54. Moral and social development is excellent. There is a growing awareness of what is right or wrong. Staff have high expectations of behaviour and talk sensitively to children about any incidents that arise. They help children to distinguish between good and bad behaviour. Staff encourage children to develop self-control and act responsibly. The efforts that staff make to teach children to take turns and to share fairly are already showing excellent results, particularly during outdoor play sessions.



The provision of role play areas such as the home corner, restaurant and shop are very effective in enabling children to co-operate with one another. All adults work hard to ensure that children develop personal values of honesty, fairness and respect. Staff are very good role models. Children are valued as individuals and relationships are excellent at all levels. Parents expressed satisfaction with the attitudes and values promoted by the school.

55. Cultural development is satisfactory. Children's awareness and understanding of other cultures is beginning. They learn about festivals associated with religions such as Christianity, Judaism and Hinduism. They regularly take part in celebrations such as harvest and Christmas. A teacher supporting children, for whom English is an additional language, has recently introduced the festival of Divali. Children's understanding of their own culture is extended through music, particularly singing, art activities and stories.

Support, guidance and pupils' welfare

56. The nursery maintains good records to monitor the social development and progress of the children and this ensures staff are able to respond to their needs promptly and effectively. Many of the children have difficult problems to overcome and there is often an involvement with social services and other agencies. The excellent relationship with these specialists ensures a thorough knowledge of the children.
57. There is a clear and consistent approach to behaviour management and this helps staff to deal with a range of emotional development in the children. All staff use praise and demonstrate great skills in handling difficulties. Parents are involved where necessary and in the parental questionnaires and at the parents' meeting, there is strong support for the standards of behaviour achieved. Unexplained absences are followed up thoroughly by staff and specialist support is involved where appropriate, but parents are very diligent in reporting absences. The excellent procedures for monitoring attendance and good behaviour produces very good outcomes.
58. The nursery has excellent child protection procedures, personally led by the headteacher. All staff play their responsibilities seriously and are very experienced. The nursery's objective to provide a warm welcoming, stimulating place to learn where all children feel both secure and valued is successfully achieved. The staff are dedicated to this objective and make every effort to work with both the children and their families. Procedures are in place to ensure that health and safety, security, first aid and specialised medical provision are all dealt with to the highest standard.
59. Overall the provision for children's welfare and guidance is excellent. The nursery is successful in providing an education for the children, but is also enthusiastically improving the quality of life of those children for which the nursery has a special role and responsibility.



Partnership with parents and the community

60. The staff work very hard to encourage all parents to become involved fully in their children's education and this is expressed in a partnership policy. A number of parents are classroom helpers, where the contribution they make is of a high quality. All children are encouraged to join the lending library and parents are asked to read with their children at home. They also provide artefacts and materials to support topics and projects. Parents actively attend social events at the nursery and, through Friends of Caverstede, there is always an outstanding contribution to nursery funds and this is greatly appreciated. The children too, are involved in fund-raising for charities and parents support this equally well, encouraging the children's awareness of others less fortunate than themselves. Parents make a very strong contribution to the education of their children and the standards achieved.
61. The nursery provides very good quality information to parents who are welcome to come in to the nursery to talk to staff at all times. This is appreciated by parents who express praise for the approachability of all staff. There are more formal meetings twice during the school year when progress can be discussed in detail. Reports are comprehensive and easy to understand. The literature given to parents is of a high quality, the 'Parents Handbook' is particularly valued. There are informative and regular newsletters and other general information. Parents of children with special educational needs are very well informed and involved fully in progress reviews. Parents value the effective support provided for children for whom English is an additional language.
62. The nursery's arrangements to develop community and business links are well established and achieve very good results. The magnificent donation made by Allied Dunbar has resulted in the expansion of the school's accommodation and the creation of an excellent place for children to learn. Staff have good contacts with other companies and organisations all of which contribute to the quality of the education provided. The nursery welcomes many visitors, including local dignitaries, theatre groups, police and emergency services who contribute to topic work and the pupils' personal and social development. The children are frequently taken out into the wider community and these visitors and visits extend their experience and enrich their education. The family room is used by a number of organisations for social and educational purposes and this is encouraged wherever possible.

The management and efficiency of the school

Leadership and management

63. The very good leadership of the caring and dedicated headteacher provides clear educational direction for the work of the school. She has led the staff sensitively through a period of staffing difficulties ensuring that the educational provision for the children has remained secure. The governors agreed to a secondment for the deputy headteacher for two terms to cover for an absent headteacher in another school. This was seen as an opportunity for her career development but immediately before the summer holidays the school was asked to extend this for a further full year. Additionally, a much loved teacher was taken seriously ill and has still not recovered.



The school has been fortunate in finding teachers to cover for these absences who are committed to continuing the caring and supportive traditions of the nursery. The acting deputy is providing very good support to the headteacher and the colleagues who have recently joined the school.

64. The governors are very knowledgeable and experienced and use their expertise effectively to support the headteacher and the school. The governing body has a very good understanding of the school's curriculum through a system of linking governors with classes and regular visits to talk to staff and children. They monitor and evaluate the curriculum effectively. Their understanding of the school is extended and this helps to inform all aspects of their school development planning including budgetary implications and consideration of value for money.
65. The headteacher already has informal ways of monitoring the work of the school and has very effectively carried out the management responsibilities of the full curriculum herself. She is now ready to extend this, with the help of the governing body, to ensure that a more rigorous system of monitoring the curriculum is in place. Teachers are to take on the role of managing an area of learning. They support and advise staff informally but they need time to monitor and evaluate the teaching and learning first-hand if they are to be effective. At present there is insufficient time for them to do this, but the headteacher and governing body are seeking ways to ensure that this takes place.
66. Statutory requirements are met except that the governors annual report to parents does not contain information about the success of the special needs policy. The governors are aware of this and have already taken measures to ensure that it is included in the next report.

Staffing, accommodation and learning resources

67. The match of number, qualifications and experience of teachers and support staff to the demands of the curriculum for children under five is excellent. Teachers and support staff have a very good understanding of the areas of learning for the under-fives and know the children in their care very well. This enables the curriculum to be effectively taught to all children. All staff are suitably qualified and experienced. They work very well together as a team under the direction of the headteacher. Skilled support staff make a very positive contribution to the work in the classroom and are fully involved in the planning, teaching and recording of children's progress. Support staff who work with children with special educational needs and with pupils for whom English is an additional language are very effective. Arrangements for the induction and support of new staff is good. Staff development is good and linked to priorities identified in the school development plan as well as to the personal training needs of staff identified through appraisal interviews with the headteacher.
68. The adequacy of accommodation for the delivery of an appropriate curriculum for children under five is excellent. The classrooms provide an exciting, colourful and stimulating place to learn. The nursery now has several specialist areas such as the library, the sensory room and music room that are used very effectively to contribute to children's learning. The outside play area is well resourced and is used very effectively.

69. Learning resources are very good. There is a wide range of good quality equipment and materials in almost all areas of the curriculum. The school is very successful in meeting the learning needs of all children including those with special educational needs. The library and quiet reading area has a good range of quality books. Writing areas are provided in each classroom with paper, pens and pencils. Dry and wet sand is available with equipment for filling, pouring and measuring. Paint, wood and junk material are well used to develop children's skills in using small tools and equipment. The music area is well equipped and the instruments and tapes are used to develop activities in music and dance. Equipment to develop scientific investigations needs to be extended. There is a need for an additional computer and more programmable toys.
70. The outdoor play equipment is extensive and very effectively used by all classes. Children have access to climbing frames and other large apparatus, an extensive range of small apparatus and dressing up for role-play. There is a shallow paddling pool and sandpit in this area. Although not seen in use, the school's records and photographs show that both these facilities are well used to extend children's physical development. The sandpit is covered with a tarpaulin which needs to be securely fastened down to prevent contamination by small animals. The school makes full use of the local area as a resource to enrich the curriculum.

The efficiency of the school

71. The school operates under a local authority scheme of financial management for nursery schools and has very well organised procedures for budget planning which involve the staff, the finance committee and the full governing body. The school development plan is linked to the budget and covers all aspects of operations and is extended beyond the current year in an outline form. The objectives are prioritised and costed and there are stated criteria for success. Monitoring and control of expenditure is efficiently carried out.
72. Many of the governors work regularly in the nursery and this helps to inform their discussions as they assess value for money within the areas they can control. These discussions are guided by the headteacher's reports. The local authority makes very significant additional funding available for children with special educational needs and these funds are used very effectively to support their good progress.
73. Teaching staff are deployed appropriately. The support staff are very well deployed, have appropriate responsibilities and make a significant contribution to the good progress of the children including those with special educational needs. The accommodation and learning resources are managed well and used to excellent effect. Nothing is wasted. The administrative procedures, to which the headteacher gives considerable time, are very effective and make a significant contribution to the smooth day-to-day running of the nursery. There has been no local authority audit for a number of years.
74. Considering the quality of education provided, the standards achieved during the short time in which the children attend and the low costs for this particular type of establishment the school provides very good value for money.

PART C: INSPECTION DATA

Summary of inspection evidence

75. An inspection team of three inspectors, including a lay inspector, spent a combined total of eight days in the school. Before the inspection a range of school documentation was analysed. The registered inspector met the headteacher, staff and governors on a pre-inspection visit.
76. During the inspection, further documentation, teachers' planning, attendance registers, financial papers, minutes of meetings and curriculum plans were all examined. Children's records and reports were scrutinised. The work being undertaken with children with special needs was scrutinised and their individual education plans were examined.
77. Meetings were held with the headteacher, acting deputy headteacher, teachers, governors, nursery nurses, learning support assistants, Section 11 staff, school trustees and the secretary. Informal discussion took place with lunchtime staff, caretaker, parents and volunteers.
78. Before the inspection a parents' meeting was held which was attended by 10 parents and 30 responses to the parental questionnaires were analysed.

Data and indicators

79. PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of pupils eligible for free school meals
Nursery unit/school	80	0	40	11

80. TEACHERS AND CLASSES

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)

4

Number of pupils per qualified teacher

20

Education support staff (Nursery school, classes or unit)

Total number of education support staff

16

Total aggregate hours worked each week

353

Average class size:

27



81. FINANCIAL DATA

Financial year:

96/97

	£
Total income	275,512
Total expenditure	266,952
Expenditure per pupil	1,668

82. PARENTAL SURVEY

Number of questionnaires sent out:

160

Number of questionnaires returned:

30

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	43	50	7	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	76	21	0	3	0
The school handles complaints from parents well	26	48	23	3	0
The school gives me a clear understanding of what is taught	27	57	5	8	3
The school keeps me well informed about my child(ren)'s progress	38	48	8	3	3
The school enables my child(ren) to achieve a good standard of work	46	38	16	0	0
The school encourages children to get involved in more than just their daily lessons	43	49	6	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	31	41	28	0	0
The school's values and attitudes have a positive effect on my child(ren)	76	19	5	0	0
The school achieves high standards of good behaviour	67	28	5	0	0
My child(ren) like(s) school	92	8	0	0	0

Other issues raised by parents

Parents were very satisfied with the quality of education and considered it a privilege that their children attended this school. They expressed great satisfaction with the introduction to learning which offers a sound foundation for the next stage of schooling.

The main concern was that their children's future education should be of the same high standard.

