

**Inspection under Section 28 of the  
Education Act 2005**

**Kimberley Nursery School  
Blaenypant Crescent  
Newport  
NP9 5QB**

**School Number: 6801001**

**Date of Inspection: 18 October 2006**

**by**

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- \* nursery schools and settings that are maintained by, or receive funding from, local education authorities (LEAs);
- \* primary schools;
- \* secondary schools;
- \* special schools;
- \* pupil referral units;
- \* independent schools;
- \* further education;
- \* adult community-based learning;
- \* youth support services;
- \* LEAs;
- \* teacher education and training;
- \* work-based learning;
- \* careers companies; and
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Kimberley Nursery School was inspected as part of a national programme of school inspection. The purpose of inspection is to identify good features and shortcomings in schools in order that they may improve the quality of education offered and raise the standards achieved by their pupils. The inspection of all schools within a six-year cycle is also designed to give parents information about the performance of their child's school.

The inspection of Kimberley Nursery School took place between 18/10/06 and 20/10/06. An independent team of inspectors, led by Peter Mathias undertook the inspection. Estyn, a statutory body independent of, but funded by, the National Assembly for Wales, commissioned the inspection.

The team was required to report on the standards achieved by pupils, the quality of education provided by the school, the quality of leadership and management and the contribution made by the school to its pupils' spiritual, moral, social and cultural development.

The five-point scale used to represent all inspection judgements in this report is as follows:

<b>Grade 1</b>	good with outstanding features
<b>Grade 2</b>	good features and no important shortcomings
<b>Grade 3</b>	good features outweigh shortcomings
<b>Grade 4</b>	some good features, but shortcomings in important areas
<b>Grade 5</b>	many important shortcomings

There are three types of inspection.

For **all** inspections, there is a written report on seven key questions.

For **short** inspections, there are no subject reports.

For **standard** inspections, there are also reports on six subjects.

For **full** inspections, there are also reports on all subjects.

**Estyn decides the kind of inspection that a school receives, mainly on the basis of its past performance. Most schools receive a standard inspection. All nursery schools, special schools, pupil referral units and any new or amalgamated schools receive a full inspection.**

This school received a **full** inspection.

## Year groups and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and LEAs.

The term 'Reception' (R) refers to the year group of pupils in a primary school who reach the age of 5 during the academic year. Year 1 refers to the year group of pupils who reach the age of 6 during the academic year and so on. Year 13 is the year group of students who reach the age of 18 during the academic year.

Primary phase:

Year	R	Y 1	Y 2	Y 3	Y 4	Y 5	Y 6
Ages	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y 7	Y 8	Y 9	Y 10	Y 11	Y 12	Y 13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The National Curriculum covers four key stages as follows:

Key stage 1	Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

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## Context

### The nature of the provider

1. Kimberley Nursery School with 33 full time equivalent children on roll aged 3-4 years is situated in the Malpas area of Newport which is the Unitary Authority (UA). It serves the local area which the school considers to be neither economically advantaged nor disadvantaged. A small number of children who attend come from outside the locality. All children attend on a part time basis and are admitted to the school in the term after their third birthday. During the inspection a high proportion of children had recently begun their nursery education.
2. The school does not collect information on the proportion of children entitled to free school meals. No child is looked after by the UA. No child was excluded in the previous year.
3. The school provides for four boys and one girl who have statements of special educational needs (SEN) for some degree of autism. In addition, one child receives SEN support from within the school. The school considers that attainment on entry is broadly in line with most children of this age. Some children begin school with poor communication skills and behavioural problems.
4. English is the first language of 99% of children and a similar proportion are from white Welsh backgrounds. No child has Welsh as a first language. One child has Punjabi as the language of the home. When they leave the nursery to transfer to reception classes, most children transfer to a local primary school.
5. The school was last inspected in the Autumn Term 2000 when the current headteacher was in post. Since then the headteacher has also taken on the leadership of another nearby nursery school. Following the advice of the Welsh Assembly Government (WAG) the school is in the process of establishing a new governing body to replace the previous management group. At the time of the inspection, nominations were underway for this new governing body. The management group is made up of educational professionals from within the UA.

### The school's priorities and targets

#### The School's Mission Statement

6. "To nurture children in a happy environment where they may thrive, learn and enjoy."

#### The Vision Statement

7. "To have an open welcoming atmosphere for all families and visitors".

#### The school's aims are:

- to provide a happy, secure and stimulating environment where children are encouraged to learn through their first hand experiences;
- to contribute to the all-round growth and development of each child;
- to encourage each child to reach his or her potential;
- to make the transition from home to school easy and happy for all children and

- to produce happy and confident children who are interested in life and are enthusiastic about the challenges they encounter.
8. The short-term priorities outlined in the school improvement plan (SIP) include:
- to review pupils' profiles to reflect more of the nursery curriculum;
  - to continue a UA initiative 'One Step at a Time';
  - to develop and formalise the existing system of monitoring and evaluating teaching and learning;
  - to form a new governing body;
  - to review further the admissions policy for autistic children;
  - to review and evaluate existing racial harmony policies;
  - to evaluate practice regarding the teaching of sustainable development.

## Summary

9. Kimberley Nursery School is a very successful school and it provides a rich and stimulating, all-round education for all of its children. It is well led and has made good progress since the last inspection.
10. The inspection team agrees with all of the judgements made by the school about the standards children achieve and with all judgements in the other six questions about the other areas of its work.

### Table of grades awarded

Key question	Inspection grade
1 How well do learners achieve?	1
2 How effective are teaching, training and assessment?	1
3 How well do the learning experiences meet the needs and interests of learners and the wider community?	1
4 How well are learners cared for, guided and supported?	1
5 How effective are leadership and strategic management?	2
6 How well do leaders and managers evaluate and improve quality and standards?	2
7 How efficient are leaders and managers in using resources?	1

11. The inspection team graded Key Question 5 lower than Key Question 1. This is because while there are several outstanding features in the overall quality of leadership and management, there are also some minor shortcomings.

### Areas of learning for under-fives

Language, literacy and communication	1
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	1
Creative development	1
Physical development	1

12. Overall, children's standards of achievement in the areas of learning in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	60%	0%	0%	0%

13. The overall quality of educational provision for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.
14. Often from average starting points when many children begin school, children make at least good progress in all areas of learning and are very well prepared for the next stage of their education. In all areas of learning, children with statements of SEN and those with a lesser degree of SEN make very good progress and achieve very well bearing in mind their learning difficulties. Over time, there is no indication of any variation in the performance of boys and girls.
15. Children's development of key skills is grade 2. In communication skills in English, children's achievement is grade 1. They listen very attentively and concentrate very well. They speak clearly and confidently, often in whole sentences. Children are beginning to understand the sounds which letters make and are beginning to recognise some words. Older children are beginning to read and to write.
16. Children's achievements in communication in Welsh are grade 2. Many are at an early stage of learning to speak Welsh. They know some simple commands and greetings. They are beginning to count in Welsh and to sing some Welsh songs and action rhymes. Their overall awareness of the art, music, literature and history of Wales is developing well.
17. Children's numeracy skills are grade 2. Children measure capacity carefully using non-standard measures. They count objects in a collection. They use the language of time accurately and know that seasons change and bring with those changes alterations in the natural world.
18. Children's skills in information and communication technology (ICT) across the school are also grade 2. Younger children use the 'mouse' confidently to navigate through simple programs. Older children practise their mathematical skills well, using the computer.
19. There are very high standards in children's personal and social skills. They invariably show very positive attitudes to each other and to adults. They enjoy playing and exploring together. They co-operate very willingly.
20. Children's problem solving skills are grade 2. They work out solutions to simple practical problems thoughtfully, for example when making a spider's web out of craft materials. Children's creative skills have many outstanding features and

are grade 1. They use a range of tools and materials very confidently. They work very effectively in a range of media including natural materials. They look out for the most appropriate materials to create an effect, for example when making a collage. They dance and make music very expressively.

21. The very positive relationships between adults and children are a very strong feature across the school. Children work very enthusiastically and confidently with adults and with each other. Children from an early age are successfully encouraged to be independent and to make choices for themselves. They are beginning to appreciate how to improve their own work.
22. Children's behaviour is very good. They show very positive attitudes to learning and have great interest in their work. Throughout the school, children make very good progress in their personal, social, moral and wider development.

### **The quality of education and training**

23. In the lessons observed, the quality of teaching and learning was:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
26%	74%	0%	0%	0%

24. Across the school in the best lessons outstanding features included:
  - a very strong appreciation of how to organise and provide a very wide range of appropriate learning experiences;
  - imaginative strategies to encourage children to work independently and to learn at first hand;
  - very warm and positive individual support for each child;
  - very secure subject knowledge;
  - purposeful questioning and regular recognition of children's efforts and
  - close and very effective working relationships between all staff.
25. There are very good systems and procedures in place for assessing individual children's achievements and progress fairly and accurately. These help to indicate what needs to be the next step in their learning. Information from this process is carefully recorded in individual profiles. However, the school does not use this information to provide it with an overall picture of how well groups of children make progress and where there are generally areas of strengths and weakness.
26. The curriculum is good with some outstanding features. The school caters very well for a wide range of children's needs and ensures equal access to all children, including those who are talented and gifted and those with SEN. Learning experiences are rich and varied and include visits to places of interest outside the school including a local castle and a nearby forest.
27. Arrangements to promote children's personal development are very good and have some outstanding features. Adults around the school are exemplary role models. The provision for children's spiritual, moral, social and cultural development is also good with some outstanding features. There are many well-planned opportunities for children to develop an appreciation of their own cultural heritage and that of others. Links with parents and the local community are very effective and many parents are fully involved in the life of the school and in helping their children. Children have some good opportunities to

appreciate the world of work and to understand in small ways about the world of commerce. Particular strengths are the children's understanding of the environment and the importance of looking after it.

28. All children receive high quality support and guidance. There is a close partnership with parents and carers. Policies relating to well-being and the health and safety of children are well established and effective. The provision for children with SEN is good with outstanding features. Children's needs are identified early. The provision for children with autistic spectrum disorders is outstanding. These children receive high quality support from specially trained nursery nurses. A thorough review has been undertaken to ensure that those with disabilities are able to move about the school safely and conveniently.
29. Children are positively encouraged to treat each other fairly and to show respect for each other. All adults ensure that boys and girls are treated equally. There are appropriate procedures in place to monitor behaviour and attendance and to take appropriate action promptly.

### **Leadership and management**

30. The headteacher provides a very knowledgeable and determined lead to the rest of the professional staff, despite the added responsibilities of also leading another nursery school. The headteacher has very successfully promoted a strong team spirit amongst all staff and a shared commitment to the school and to its children.
31. The leadership of the school very successfully promotes many rich, first hand experiences for children. All children, including those with SEN are made to feel important.
32. There are very good arrangements to judge the progress which individual children make and to record it in detail. However, there is no rigorous system in place to utilise the data which the school collects to identify trends in progress or where year on year children have particular strengths or weaknesses. The school meets all statutory requirements in full including how to judge the performance of individual teachers. It provides appropriate time during the school week for teachers to plan, prepare and assess. This time is effectively managed.
33. While there are many opportunities for the headteacher and other professional staff to discuss informally their own performance and that of others, the school lacks a formal process to enable those with responsibility to judge the impact of teaching and learning at first hand and the progress of initiatives they are pursuing.
34. The school pays close attention to national and local priorities. These include links with local primary schools and other nursery schools in the UA. A particular strength is the involvement of the school in the joint initiative with the Forestry Commission to establish and use a 'Forest School' to enrich children's knowledge and understanding of the natural world. There is good provision for children at the beginning and end of sessions.
35. The school's management group, which is comprised of educational professionals from the UA, has provided a strong steer to the school. It has been closely involved in assessing the school's strengths and areas for

development and in supporting the school's longer-term needs. However, following advice from WAG, the school is in the process of electing a new governing body. This process has yet to be completed. Currently there are no fixed arrangements for the new governing body to be made aware of their roles and responsibilities.

36. The quality of self-evaluation and its impact on improvement are good, with no important shortcomings. The process is well established and has involved all staff. Also the school has benefited in this from the guidance of the very well informed management group. The judgements made are based closely on first hand evidence and are accurate. The SIP is well organised and carefully linked to the priorities set out in the school self evaluation document. The SIP is sufficiently detailed and plans for improvement are well matched to the school's budget.
37. Since the last inspection, the school has made good progress and the key issues of that inspection have been thoroughly addressed.
38. The school is a very attractive and stimulating place for young children. A particular strength is the very advantageous provision of specialist and experienced teaching and other support staff. There is a very rich provision of high quality resources to support inside and outside experiences.
39. The accommodation overall is of a high standard and is very well maintained and cared for by a very conscientious caretaking staff. Outdoor play facilities, resources and equipment provide a very stimulating and safe environment for children to explore and enjoy. All resources are managed and used very carefully to benefit children's learning.
40. The budget is maintained efficiently with close support from the UA. Teaching and other staff are deployed very effectively and full use is made of their skills.
41. Bearing in mind the progress children achieve and the high quality of teaching and the education provided, the school gives good value for money.

## **Recommendations**

In order to improve the school in the areas inspected the staff and governing body need to:-

- R1 continue the process of analysing data, which the school collects about individual children's progress in order that the headteacher and other professional staff are able to identify long-term trends in children's achievements year on year;
- R2 formalise the arrangements for the headteacher and professional staff to judge the impact of teaching and learning at first hand and
- R3 continue the process of training governors in order that they are all aware of their roles and responsibilities.

The governing body is responsible for amending its current development plan to incorporate action in response to the recommendations within 45 working days of receiving the report, showing what the school is going to do about the recommendations. This plan, or a summary of it, will be circulated to all parents at the school.

## Standards

### Key Question 1: How well do learners achieve?

#### Grade 1: Good with outstanding features

42. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
43. Children's standards of achievement in the areas of learning in the lessons observed are as follows:

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
40%	60%	0%	0%	0%

44. Baseline assessments indicate that achievement is generally in line with that found amongst children when they begin nursery education.
45. The overall quality of education provided for children under five is appropriate to their needs and children make good progress towards the Desirable Learning Outcomes for Children's Learning.

Areas of Learning For Under-fives	Nursery
Language, literacy and communication	1
Personal and social development	1
Mathematical development	2
Knowledge and understanding of the world	1
Physical development	1
Creative development	1

46. In all areas of learning, children with SEN, including those with statements of SEN, achieve very well.
47. Starting with generally average maturity, children achieve very well and many are ready to begin in the reception class when they leave the school. Over time there is no indication of any significant variation in the performance of boys against girls.
48. Children's development of the key skills is grade 2 (Good features and no important shortcomings). In communication skills in English, children's achievement is grade 1. They listen attentively and maintain concentration very well despite their young age. They speak clearly and confidently when responding to their teachers or when playing together with other children. They often speak in complete sentences and show a growing vocabulary, for example when discussing the way a giant snail moves or when listening to birds singing in the forest. Older children are beginning to understand the sounds which letters make and are beginning to recognise some words. They know that books have a beginning and an end and are read from left to right. They treat

these books carefully. Younger children are beginning to make marks confidently, holding crayons and pastels correctly. They copy patterns and shapes they see. They write invitations to their party and post them, understanding that print carries meaning. Older children write the letters of the alphabet and their names legibly.

49. Children's achievements in communication skills in Welsh are grade 2. Many children are at a very early stage of their education. However, they respond appropriately to simple commands in Welsh and understand and use simple greetings. They are beginning to learn to count up to 10 in Welsh and have a small vocabulary for the names of some everyday objects. They sing some Welsh songs and action rhymes enthusiastically.
50. Children's numeracy skills are grade 2 and children apply these well in a range of different activities, for example when measuring capacity or when counting objects. They use the language of time with increasing understanding, for example when looking at how plants grow and how the seasons change.
51. Children's skills in using ICT across the curriculum are grade 2. From an early age, children use the 'mouse' accurately to navigate through simple programmes, for example in identifying the 'odd one out' or when recognising different shapes and colours. They are beginning to develop confidence and competence in drawing on screen and in using colour to fill in spaces. They practise their mathematical skills well.
52. In relation to their age, children have a growing awareness of the art, music, literature and history of Wales. They have good opportunities to visit places of interest both locally and further afield. They are beginning to develop an understanding of their Welsh heritage.
53. Children's personal and social skills are grade 1. They show outstandingly positive attitudes to each other and to adults. They enjoy playing and exploring together. All children, including those with SEN, share resources willingly and care for each other very much.
54. Children's problem solving skills are grade 2. In lessons children work at solutions to practical problems sensibly, for example when working out ways to construct a spider's web or when placing objects in logical sequences.
55. Children's creative skills are grade 1. They use a range of tools and materials very confidently, for example when making their own paint in the forest to paint their woodland pictures. They make very attractive collages using natural materials and have a very good appreciation of why some materials are more effective than others for the purposes they have in mind. They respond sensitively to music when dancing, creating their own African music. They move rhythmically to it. They take on roles very readily and effectively, for example when being a secretary in the 'Kimberley Office'.
56. In all cases, children work very enthusiastically and confidently with adults and with each other. This is an outstanding feature of the school. Children respond very positively to the sensitive encouragement they receive and they make choices independently because they know that their helpers are happy for this to happen. They are beginning to understand how they can improve their work. They know when they have succeeded in their efforts and show their work confidently and proudly to each other and to their teachers.

57. The children show very positive attitudes to learning and have great interest in their work. They all demonstrate the ability to concentrate and readily participate in the range of activities. This application to their work and their enthusiasm for it are an outstanding feature.
58. Children's behaviour is very good. The nursery is a relaxed and orderly community and the children are well mannered, caring and friendly. The children happily work and play well together and clearly enjoy the positive learning experiences at the nursery.
59. For the three terms prior to the inspection attendance is 91%. This reflects the susceptibility of young children to illness. Registers are marked in accordance with statutory requirements and registration is administered effectively. Registration periods are a welcoming and pleasant start to the school and promote independent learning through self-registration, which children do effectively. School starts promptly with the large majority of children arriving punctually at the start of the session.
60. Children make very good progress in their personal, social, moral and wider development and this is also an outstanding feature. They are able to work very independently when required and also have a very good understanding of how to share and co-operate with others. The nursery staff are very good role models and very effectively promote equal opportunities throughout all of the nursery's activities. Through various weekly activities children learn to develop an awareness of, and respect for, personal differences, diversity of beliefs and some cultural traditions within society.
61. Children gain a good understanding of their community and the world of work through various activities. A notable feature in this is the shared facility of the Evergreen Club and the Forest School's Officers involvement in the nursery.

## **The quality of education and training**

### **Key Question 2: How effective are teaching, training and assessment?**

#### **Grade 1: Good with outstanding features**

62. Overall, the findings of the inspection team match the judgements made by the school in its self-evaluation report.
63. In the lessons observed the quality of teaching was judged as follows:

<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
26%	74%	0%	0%	0%

64. The overall quality of teaching is a strength of the school with effective teaching in all lessons and many outstanding features.
65. Across the school, teachers and their assistants have a very secure understanding of how to organise and provide a very wide range of learning experiences which are very appropriate and stimulating for children of this age. Teachers consistently emphasise in all activities independence and first hand experiences for all children.

66. In the best lessons, teaching is characterised by warm relationships between adults and children, where individual children, including those with SEN, are made to feel secure and valued. A particular strength is the support given to children with statements of SEN who respond very positively to the patient and reassuring way they are encouraged. All children know that their efforts are highly valued. As a result, they work and play hard and enjoy coming to school.
67. Another outstanding feature in teaching is the way in which teachers very successfully encourage children to make their own choices in the activities that have been planned for them. As a result for most of the sessions, children are eager to investigate and to take part in a wide range of different experiences. For example, children dig and plant in the garden vigorously and when they have completed both tasks, to make illustrations of snail shapes using painting materials.
68. Teachers and their support staff are very aware of the need to provide all children with the very best opportunities to learn and do so. For example, when visiting the nearby forest they carry out detailed and comprehensive risk assessments to ensure that children are safe and secure in this new environment for them. They carefully plan and have appropriate resources to hand to support the rich range of learning experiences there for the children to enjoy.
69. In the very best lessons, where there are many outstanding features, the teachers show a very secure knowledge of the subjects they are teaching, for example about the lifecycles of birds and woodland animals. They very successfully promote a sense of eager enthusiasm through purposeful questioning and regularly recognise individual children's efforts. They take every opportunity to develop children's skills, for example in speaking and listening and in developing specific subject vocabulary and understanding. They are beginning to develop children's bilingual skills successfully through the introduction to the very young children of some simple Welsh words and songs.
70. Across the school, teachers, nursery nurses and assistants work very closely together. All understand their roles and responsibilities very clearly and show a very high degree of professionalism when carrying out their work together.
71. The school has very good systems and procedures for assessing individual children's achievements and progress fairly, accurately and regularly. The staff are rigorous in assessing children's progress, in identifying their needs and in planning the next stage in their learning. Sessions have clear learning objectives which provide valid assessment criteria by which the staff can measure achievements and progress. However, learning objectives are not always shared with the children.
72. Each child's individual profile is very comprehensive and contains useful records of baseline assessments, progress reports and evidence of achievements in each area of learning. Close observations are made of children's learning. Their achievements and progress are meticulously recorded through field notes and by using a digital camera to provide evidence of learning. This information ultimately feeds into the profiles providing an accurate record of each child's progress. However, the school does not combine this information to form an overall picture of where year groups of children have strengths and areas for

development. This information is not used to judge the overall impact of teaching and learning.

73. Assessment information is shared and carefully discussed with the staff which provides useful starting points for planning the next stages of learning. Children make relevant contributions to their profiles by adding samples of work and photographs. The profiles are shared and discussed with parents, including each child's targets for improvement in the next steps for learning. This system of assessing and recording is extremely effective and efficient.
74. Children with SEN are very well supported by nursery nurses who have a very good understanding of these children's needs. Children's work is closely monitored to ensure that they make good progress towards the targets in their individual education plans. The quality of assessment is very good and is used very well to plan appropriate activities for individual children.
75. Children, with the help of staff and parents, take some responsibility for the recording of their progress, such as making drawings and written evaluations of the books they borrow from the library.
76. The requirements for assessing and reporting are met in full. The school ensures that reports to parents and records of progress in profiles are clear and useful.
77. Staff have very well developed links with parents to ensure that they have a good knowledge of their children's progress through daily contact as well as regular consultation evenings. Annual written reports are of good quality and provide detailed evaluations of their child's progress and achievements in each area of learning. They provide useful comments and clear guidance about the next steps for their child's learning. There are suitable opportunities for parents to comment upon and discuss their children's work but not to make written contributions in response to the report.

**Key Question 3: How well do the learning experiences meet the needs and interests of learners and the wider community?**

<b>Grade 1: Good with outstanding features</b>
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78. The quality of the curriculum is good with some outstanding features. The school caters effectively for a wide range of children's needs and provides equal access to all children including those who are talented and gifted and those with additional learning needs.
79. The curriculum is sufficiently broad and balanced and is flexible enough to meet individual children's needs, including those with SEN who are very well integrated into all activities. The schemes of work for each area of learning are of good quality and provide a basis on which children build systematically on what they know and can do. The curriculum is stimulating and enriched by many relevant practical experiences.
80. Learning experiences very successfully meet the needs of all children, ensuring access to opportunities, both indoors and outdoors, which form the foundations of learning for the next stage of their education. The use of the local Forest

School provides outstanding opportunities for children to study the outdoor environment at first hand.

81. The school ensures that pupils acquire the necessary basic and key skills. The key skills are successfully incorporated into curriculum planning ensuring that they are taught in each area of learning. There are appropriate arrangements if needed to provide well for children who have English as an additional language.
82. The school provides good opportunities for boys and girls to widen and enrich their learning experiences, particularly on educational visits to places of interest in the locality, such as to a local castle and the Forestry School. The curriculum is enhanced by a range of visitors, including those from the community who give talks, for example, about road safety. These make a positive contribution to the standards children achieve and to their personal and social development.
83. The provision for children's personal development is very good. Adults around the school are exemplary role models and the qualities of respect and courtesy permeate all school activities. This has an outstanding impact on children's self esteem and on their relationships with others.
84. The provision for children's spiritual, moral, social and cultural development is good with some outstanding features. Children's spiritual development is very successfully promoted through their observations of the outdoor environment, their study of living things and by exploring multi-sensory experiences around the school. Moral and social development is well promoted through discussions as well as through a range of activities for their personal and social development. There are many well-planned opportunities for children to develop an appreciation of their own cultural heritage and those of others.
85. The curriculum and pupils' learning experiences are effectively enriched by partnerships with other providers and all interested parties. Transfer arrangements with receiving schools are very good. The school works very effectively with the partner nursery school with which it shares a head teacher and with other schools within the cluster. There are very effective partnerships with parents to ensure a good quality of education for children from all groups. All, including parents of children with SEN, are fully involved with the work of the school in helping their children.
86. There are successful partnerships with initial teacher training institutions and colleges of further education. The school is totally committed to, and participates in, the training of childcare students. These partnerships have a positive effect on the quality of provision and children's standards of achievement.
87. The curriculum complies with the requirements of the Desirable Outcomes for Children's Learning and provides health education through its 'Healthy Schools' initiative. The school's personal and social education successfully permeates all activities as well as being a prominent area of learning for children's development.
88. Suitable learning experiences in Welsh and the use of the language incidentally through the day ensure that pupils succeed in developing bilingual competence. *Y Cwricwlwm Cymreig* is successfully promoted across the curriculum and good opportunities are provided for pupils to learn about their Welsh heritage and culture.

89. Children have some good opportunities to appreciate the world of work and to meet some people who help them. These activities are integrated effectively and include visits from parents, professionals and staff from public service and voluntary agencies who speak with the children about their work.
90. Children's learning experiences throughout the day are planned to help develop their skills such as problem solving and decision-making.
91. The school very successfully promotes an ethos where all children, have equal access to all areas of school life regardless of gender background or ability. Children are beginning to appreciate through role-play activities how to buy and sell, for example when planning a party.
92. The arrangements for raising children's awareness and understanding of sustainable development issues through the Forest School scheme and through various opportunities within the school are an outstanding feature. Children acquire first-hand knowledge and understanding about their environment on a daily basis. They learn about the importance of respect and care for their community and the natural world. Children's learning experiences are greatly enhanced by participation in the Healthy Schools scheme. The school has received the Eco-Schools Bronze award.
93. Children's awareness and understanding of global citizenship are good. They are developing an awareness of aspects of different lifestyles, cultures and traditions in Africa and China, for example, through music and celebrations. They also fund raise for charities such as Comic Relief.

#### **Key Question 4: How well are learners cared for, guided and supported?**

<b>Grade 1: Good with outstanding features</b>
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94. The provision for children with additional learning needs is good with outstanding features and meets the requirements of the Code of Practice. Children's needs are identified early and the school works positively to involve children and parents in their individual learning programmes.
95. The provision for children with autistic spectrum disorders is outstanding. The children receive high quality, one-to-one support from specially trained nursery nurses. The range of strategies used to promote communication skills and personal and social development is extremely successful in ensuring progress. The children follow their own curriculum routine which is very well structured and provides a good balance of high quality experiences, allowing them to integrate well with other children and take part in all activities, including the use of the multi-sensory room.
96. The individual programmes provided for children with SEN are of very good quality and the targets effectively address their needs. The staff and the SEN Coordinator (SENCO) work closely together to ensure that the provision and individual programmes match children's needs. Children's work is carefully monitored and followed up with regular reviews of progress, including annual reviews.
97. Links with parents and outside agencies are very good; children benefit greatly from the services of many specialists, including the staff of the educational psychology service and the speech and language service.

98. The school has well developed strategies to deal with pupils whose behaviour impedes their progress. These strategies are particularly effective as training and support have been provided for staff and links with parents are strong.
99. Partnerships with parents and carers are good. The nursery fully recognises the importance of these partnerships and the way in which it involves parents and carers in its life and work. This is an outstanding feature. An example of this is the 'wrap around' day care provision for children of working parents. Parent and carers also offer their support on nursery visits and fund raising throughout the school year.
100. Induction procedures are well established and effectively support parents and help children to settle quickly into the routines of nursery life. The Early Bird group and nursery work closely together in planning and assessment which ensure continuity and early identification of support for children when entering the nursery. Transition arrangements for children who transfer to the primary school are very good. There is a planned programme of contact before children leave the nursery, which enables them to join reception classes confidently.
101. Children's personal and social development is very good and has some outstanding features. Values such as fairness respect and honesty are effectively promoted and reinforced consistently through daily routines. Children are invariably encouraged successfully to take responsibility for their own actions and to adhere to the 'five golden rules'.
102. Registration periods are undertaken appropriately. Effective procedures are used for monitoring children's punctuality. Some attendance statistics are available from the nursery's electronic system and are analysed with any unexplained absences followed up promptly by the headteacher.
103. Staff have a very good awareness of health and safety requirements and any issues raised are dealt with appropriately and efficiently. Procedures to carry out detailed risk assessments for visits out of school activities are rigorous. Policies in relation to staff responsibilities are implemented and managed effectively. Procedures for dealing with child protection, appeals and complaints are in place and staff have received relevant training. Three of the staff are fully trained First Aiders and have received training with St Johns Ambulance on infant resuscitation. First aid, health and taking personal care procedures are well established throughout the nursery. The school has carried out a detailed review of how easy it is for those with a physical disability to enter and move around the school. Appropriate ramps and facilities are in place for this to occur.
104. The quality of provision for equal opportunities, the promotion of gender equality, good race relations and respecting diversity are very good and often outstanding. The nursery offers a friendly and welcoming environment which provides a good range of opportunities for all who attend. Statutory documentation for equal opportunities and racial equality conforms to and takes into account children's different backgrounds, gender and educational requirements. Parents and carers at the pre-inspection meeting and discussion during the inspection highly praised how the nursery made all children feel equal and that no one is treated differently regardless of gender or ability.

105. There is little ethnic mix or cultural diversity amongst the children. However, the nursery successfully raises children's awareness of these issues by multi-cultural activities such as celebrating the Chinese New Year, food tasting, stories from other traditions and through role-play.

## **Leadership and management**

### **Key Question 5: How effective are leadership and strategic management?**

#### **Grade 2: Good features and no important shortcomings**

106. Overall, the findings of the inspection team matched the judgements made by the school in its self-evaluation report.
107. The grade for this Key Question is one grade lower than that awarded to Key Question 1. This is because while there are several outstanding features in the way in which the school is led and managed, there are some minor shortcomings.
108. The headteacher gives a very knowledgeable and determined lead to the rest of the professional staff at the school. Despite the added responsibilities of also leading another nearby nursery school, the headteacher very successfully promotes a strong team spirit and shared commitment to put the school's vision statement into effect. All work together very willingly and successfully to, 'nurture children in a happy environment where they may thrive, learn and enjoy'. The headteacher sets a very good example in promoting children's learning through providing many rich, first hand experiences and in recognising each individual child's efforts. All children, including those with SEN, are made to feel important. They all receive very good support to enable them to have equal opportunities to learn and to make progress.
109. Teaching and support staff take careful note of each individual child's progress in all aspects of their development. These are carefully recorded and discussed. However, there is no rigorous system in place to use the data which the school collects to identify trends in progress or when year on year children have particular strengths or weaknesses. The school meets all statutory requirements in full.
110. While there are many opportunities for the headteacher and other professional staff to discuss informally their own performance and that of others, the school lacks a formal process to enable those with responsibility to judge the impact of teaching and learning at first hand and to judge the progress of initiatives they are pursuing.
111. The school pays close attention to national and local priorities. For example, the links with the local primary school to which most children transfer and with other nursery schools in the UA are strong and are mutually beneficial. Children are very successfully encouraged to be aware of the world around them and to take care of it. The 'Forest School' initiative is an outstanding feature of this aspect. The school is preparing well for the introduction of the foundation phase. Children's views are sought informally and fully taken into account. There is good provision for the care of children at the beginning and end of the morning and afternoon sessions.

112. There are well-organised and effective arrangements in place to provide teaching staff with appropriate time during the school week to plan, prepare and assess. These arrangements help to promote successfully children's bilingual skills because there are well taken opportunities during this time to teach Welsh. Arrangements to promote the development of all professional staff are closely linked to the needs of the school and are carefully related to the SIP.
113. The school's self-evaluation document is well constructed and is thoroughly based on first hand evidence. It is the product of purposeful discussion amongst the professional staff of the school and the management group. This group, which is in the process of handing over responsibility to a new governing body, has made a particularly well-informed contribution to the document. The management works closely with other officers of the UA to ensure that the long-term needs of the school are accurately identified and supported through well organised financial planning. The group's detailed first hand knowledge of the school, the quality of the school's provision has been carefully reviewed.
114. Currently however, as a result, the new governing body has yet to become fully functional. While individuals have been nominated to the governing body, it has yet to meet. There are no firm arrangements as yet for governors to be made fully aware of their roles and responsibilities and to take up the good opportunities available through the UA to receive governor training.
115. Currently the school's budget has been set by the UA and there are thorough arrangements in place to monitor its progress and to make governors aware in due course of the longer-term strategic financial position of the school. Day-to-day administration is efficient, cheerful and effective.
116. Bearing in mind the good quality of provision, the progress children make and the high quality of teaching, the school gives good value for money.

**Key Question 6: How well do leaders and managers evaluate and improve quality and standards?**

<b>Grade 2: Good features and no important shortcomings</b>
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117. The findings of the inspection team match the judgements made by the school in its self-evaluation report. The process is based around a well-established culture of self-evaluation and informal critical analysis of the school's strengths and areas for development. The management group has also made a significant contribution to this process.
118. The headteacher is well informed through informal processes about the quality of teaching and learning. However there are no formal arrangements to look systematically at these areas on a planned basis. The school does not make use of detailed information it collects on individual children in order to review the overall progress of groups of children and to identify for example the impact of the very good teaching in the school on the standards children achieve by the time they leave for the next stage of their education. Arrangements are in place however to consult reception teachers of the receiving schools to ensure that the information contained in individual children's records are effectively used.
119. The school's self-evaluation is closely linked to the SIP, which accurately identifies the school's strengths and areas for development. The SIP is sufficiently detailed and is very well set out. There are well stated ways in which

to judge the success of initiatives and their costs. Plans for improvement are very well matched to the school's budget. The school has made effective arrangements to address the requirements to provide time for teachers to plan, prepare and assess during the taught week. Arrangements to improve the performance of staff are also well established and effective.

120. The school has made good progress since the time of the last inspection and all the key issues of that inspection have been addressed successfully.
121. The inspection team agrees with all of the judgements made by the school when it addressed the seven key questions of the inspection.

**Key Question 7: How efficient are leaders and managers in using resources?**

<b>Grade 1: Good with outstanding features</b>
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122. There are enough suitably qualified teachers and support staff to provide for the educational needs of all the children, including those with SEN, who provide outstanding support. They work hard together as an effective team, supporting each other with their specialisms and strengths.
123. Learning support assistants provide very good support for teachers during lessons and other activities. Their contribution to children's learning impacts positively on children's personal development and progress.
124. The quality and quantity of resources at the nursery are very good. Effective and efficient use is made of all available resources which has a positive impact on children's standards of achievement. Spending decisions are closely matched to the priorities identified in the SIP.
125. The accommodation is spacious and the nursery building is secure, clean and well maintained. There are outstanding facilities for outdoor learning. Effective use is made of all available spaces including imaginative use of the external play areas.
126. Although the governing body is in the process of being established, the budget is managed extremely efficiently by the nursery management group with close support from the UA finance officer. This ensures that the school is staffed and resourced sufficiently to teach the curriculum and meet the needs of the children. Priorities for development are identified and spending is closely linked to these and monitored regularly.
127. Staff are deployed efficiently and full use is made of their areas of expertise and experience. This is an outstanding use of resources to ensure that the needs of children are fully met, especially those with SEN. Support staff are very well deployed in supporting children. They make a significant contribution to the quality of teaching and learning. Appraisal and performance management systems are effective in identifying and meeting the development needs of staff. Systems for preparation, planning and assessment are well established and teachers are provided with sufficient time to carry out these tasks. The support staff are also allocated preparation time.
128. Resources are managed efficiently and budget planning is based on the school's self-evaluation systems and priorities for development. Targets for improvement are set and are incorporated into SIP, which is a useful working document for prioritising areas for development.

129. The school had a financial audit review recently and all recommendations have been implemented. The nursery management group and finance officer regularly review budget spending and staff evaluate the impact of new resources on children's progress and standards achieved.
130. The school is very successful in managing resources and offers a high quality curriculum for its children to achieve good standards. The school provides good value for money.

## **Standards achieved in subjects and areas of learning**

### **Language literacy and communication skills**

#### **Grade 1: Good with outstanding features**

##### **Good and outstanding features**

131. Children achieve good and often outstanding standards in language, literacy and communication skills. Children have very good listening skills; they listen attentively and respond well to questions and instructions. They are eager to talk about their experiences and are developing a vocabulary with increasing fluency. They willingly take part in conversations and listen carefully to others, taking account of what they say. They take turns to speak clearly and audibly and use an increasing range of vocabulary. They confidently use their language skills in role-play activities in the play areas, such as in the office, the home corner and the outside play area.
132. Children are becoming competent in speaking Welsh and confidently respond to greetings and commands. They enjoy singing Welsh songs and willingly join in with the words of songs and action rhymes.
133. Children demonstrate an exceptional interest in books and respond very well to many opportunities the nursery has to offer to promote literacy skills. They enjoy sharing books in the library area and handle them correctly. They follow the pictures in books and confidently make up their own stories, often sharing them with other children. They are eager to choose books from the library to share with their parents; the home/school liaison book is very effective in encouraging children to evaluate their library books, through drawings and written comments from parents.
134. They listen with sustained concentration to recorded stories at the listening centre whilst successfully following the pictures in the book. They listen attentively to stories told by the staff, responding with much interest and enjoyment. They make detailed observations of the pictures and clearly explain the sequence of events in the story. Many recognise their written names and are beginning to distinguish between sounds.
135. Children make good use of the many role-play areas to develop early writing skills through being encouraged to record their ideas. The 'office' is very popular and succeeds in encouraging children to develop early writing skills; they write messages, invitations, letters and postcards and seal them in envelopes to 'post' to other children. The drawing area encourages children to write messages on the drawing board, flip chart and Perspex screen. They begin to

successfully use writing patterns and some letters and they can confidently explain and read what they have written.

### **Shortcomings**

136. There are no important shortcomings.

<b>Personal and social development</b>
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### **Grade 1: Good with outstanding features**

#### **Good and outstanding features**

137. Children achieve very good standards and make outstanding progress in developing personal and social skills. They quickly settle to the routines of the nursery and respond very well to expectations of behaviour, including the 'golden rules'. They listen carefully to instructions and respond accordingly, making full use of the exciting activities on offer. They demonstrate a high degree of independence in selecting an activity or resources. They have very positive attitudes to their work. Children work well together in groups and pairs, taking turns and sharing equipment appropriately.
138. During milk and snack time, children show a high level of personal and social awareness. They understand the need to say a prayer of thanks together, to share the fruit and milk and know the conventions of politeness by responding correctly in Welsh and English. They show respect and are sensitive to the needs of other children, especially those with SEN whom they welcome and support in their play activities. During 'discussion time' they willingly take turns to hold the bear and confidently express their feelings and talk about their favourite activities.
139. Children are eager to explore new learning and respond very well to the range of exciting activities on offer, especially in the outside area. They concentrate and persevere in their learning and seek help when needed. They successfully create their own ideas and solve problems. They have a good awareness of Welsh culture through visits to places in the locality, St David's Day celebrations and the incidental use of Welsh.
140. Children take increasing responsibility for their own personal hygiene and develop a very good understanding of health issues, such as the need to wash hands. They competently change foot-wear and put on their own aprons for painting and water play. From an early age children take responsibility for their own work and willingly take on duties, such as tidying the classroom and returning equipment to its correct place. During their outdoor studies they show sensitive care, concern and respect for living things.

### **Shortcomings**

141. There are no important shortcomings.

## Mathematical development

### Grade 2: Good features and no important shortcomings

#### Good features

142. Children know the names of numbers up to 20 and some count confidently, for example when collecting sticks in the forest. They count on and back accurately. They know that three comes before four. They join in confidently singing number songs, for example 'Once I Caught a Fish Alive'. Older children combine small numbers together accurately, for example when counting the spots on a ladybird. Younger children order objects by size and by weight. They accurately place objects starting with the lightest and ending up with the heaviest. They recognise and use 'heavier than' and 'lighter than' accurately. They know 'tall' and 'tallest' when comparing trees. Older children follow and repeat simple sequences of patterns when sorting objects. They are beginning to understand the concept of volume and measure different sized containers when using sand and water to fill them.
143. Children understand that it is necessary to buy food and drinks for a party and play out the roles of buyer and seller when getting ready for their party. They know how to shop and what to buy.

#### Shortcomings

144. There are no important shortcomings.

## Knowledge and Understanding of the World

### Grade 1: Good with outstanding features

#### Good and outstanding features

145. Children have a clear understanding of the routes they take to school and record the physical features they pass on their way. They talk about where they live and their immediate area. They know the important events in their family's lives and in their own. Children are beginning to understand that the seasons change. They recognise the different natural features which indicate that the summer is over and autumn is here. Through their visits to a castle they know that the way of life a long time ago was far different from their own. They know about the jobs which people who help them do.
146. A particularly outstanding feature is the success by which children, often from a very early stage in their school experience develop knowledge about the wider environment and the living things which inhabit it. They study giant African snails inquisitively. They bravely hold them in their hands and study the way the foot of the snail moves. They study the snail's eyes using magnifying glasses. They compare these snails with those they found in the forest. They grow their own crops in the garden, actively digging and preparing the soil for planting. They harvest their own food making sure that it is good to eat. They have an increasing awareness of the importance of a healthy diet and of looking after their world. Children have some understanding of the culture of other people; they take part in the celebrations, for example of the Chinese New Year.

147. Throughout the year children develop an outstanding awareness of wildlife in the forest, which they visit regularly. During the inspection some of the youngest children who are visiting the forest for only the second time, accurately recognise the calls of a variety of woodland birds. In the process they correctly identify the call of a robin and soon after the return call from another robin in the vicinity. They know the lifecycles of some animals, which live in the forest such as rabbits, squirrels and foxes. They know the lifecycles of a snail and butterfly. They study changes in detail observing what happens when butterflies metamorphose. Children during the year experiment with natural materials, making paintings and collages. They very confidently plant seeds, they collect minibeasts and insects carefully and return them unharmed after studying them. They search for hidden treasure and learn how to build and tend a fire safely. They know the importance of wearing the right clothing for the weather and staying on the 'safe tracks'!

### **Shortcomings**

148. There are no important shortcomings.

<b>Physical development</b>
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### **Grade 1: Good with outstanding features**

#### **Good and outstanding features**

149. Younger children use large climbing equipment very confidently. They walk, climb, pedal, run, balance, hop and jump showing very well developed co-ordination and confidence. They move from stepping-stone to stepping stone nimbly.

150. Older children move imaginatively with increasing control of co-ordination. They have a very good awareness of space and of the need to work safely. They appreciate the importance of warming up and cooling down. They move rhythmically to music showing a very well developed sense of time. They interpret the music sensibly and take up a role very well.

151. Children make choices very confidently when using large wheeled toys, negotiating traffic and cleverly steering around obstacles. They judge speed and distance very well for their ages. A particular strength is the skill children exhibit when using tools in their garden. They dig enthusiastically with spades when preparing the ground for planting. They develop their manipulative skills very well in making a complicated spider's web.

152. Many dress and undress independently. They regularly make sure that their hands are clean and look after their personal hygiene.

### **Shortcomings**

153. There are no important shortcomings.

## Creative development

### Grade 1: Good with outstanding features

#### Good and outstanding features

154. Children achieve very good standards and make outstanding progress in their creative development when engaged in a range of activities. They confidently use a variety of tools and media to produce high quality artwork.
155. They confidently use a variety of paintbrushes to explore paint colours; they carefully experiment with paint mixing and painting techniques. They accurately describe new colours they have mixed. During their visit to the Forest School they closely observe their woodland surroundings and mix paint carefully to make a suitable medium for painting tree shapes, twigs and leaves. They explain clearly how textures are produced in their paintings and collage pictures. This is an outstanding feature of their creative development.
156. Children develop their cutting skills well and confidently use glue and glue sticks to make very effective collage pictures. They accurately describe the materials they use and create colourful collage pictures on clear acetate, using coloured cellophane, sequins and plastic shapes. They also create attractive autumn pictures using natural materials, such as feathers, leaves, conkers, seeds, stones and petals. They correctly name the materials and describe their colours and textures.
157. Their drawing and mark-making skills are very well developed and they successfully draw pictures of themselves with discernible facial features. They make close observations of flowers, plants and snails and make very good observational drawings and paintings using pencil, crayon, charcoal, felt pen and paint.
158. When handling clay, children demonstrate a high degree of confidence to roll, shape and mould clay to create a range of sculptures. They use tools competently to create shapes and patterns and enjoy adding a range of decoration, such as candles on a birthday cake.
159. In music, children sing a variety of songs and nursery rhymes with enthusiasm. Their listening skills are very good and they quickly learn the words and tunes of new songs. They confidently explore sounds and clapping patterns. They play a range of untuned instruments to accompany their songs, keeping a steady beat.
160. They confidently sing a range of action songs in tune and with appropriate movements. Children correctly name a range of instruments and choose suitable instruments, which they play effectively to accompany their singing, keeping a steady beat. They explain clearly which instruments can be shaken, tapped, scraped and turned to produce a sound. They correctly demonstrate the sounds and play quietly or loudly as required.
161. They listen with appreciation to African music and choose an African instrument to play in time with the music, keeping a steady beat. They describe the features of their instruments clearly and confidently demonstrate the sounds they make. They experiment with sounds and rhythm to accompany the music and create a suitable dance. They confidently perform their musical

composition, incorporating dance and instrumental accompaniment, in time with the music.

162. Children respond very well to music and movement, especially when using the chiffon scarves. They listen carefully to the music and to instructions to perform effective dance movements, using the scarves to create moods and atmosphere.

163. Children thoroughly enjoy role-play and drama and make very effective use of the many play areas, both indoors and outdoors to express themselves and use their imagination, using a variety of resources, props and dressing-up clothes.

### **Shortcomings**

164. There are no important shortcomings.

## **School's response to the inspection**

The headteacher, staff and newly formed governing body of Kimberley Nursery School welcome the Estyn report following the inspection undertaken in October 2006.

It is very pleasing that the inspection team support all seven of the school's self-evaluation judgements. The hard work, dedication, and team work of all staff is highlighted, and this recognition is gratifying to all concerned.

We are particularly pleased that the report recognises our outstanding practice in developing skills in knowledge and understanding of the world, all aspects of creativity, physical development and outdoor experiences.

The outdoor classroom is integral to the ethos of our school supporting our vision and aims.

The headteacher, staff and newly formed governing body will address the inspection recommendations by putting action plans in place.

A copy of the school's action plan in response to the inspection recommendations will be sent to all parents.

This was a very thorough inspection which fully supports our aim of continuous improvement. The comments and observations are extremely positive and provide further motivation for the school to continue to move forward and embrace the foundation phase.

We wish to thank the inspection team for their courtesy and professionalism throughout the three days.

## Appendix 1

### Basic information about the school

Name of school	Kimberley Nursery School
School type	Community
Age-range of pupils	3-4
Address of school	Blaen-Y-Pant Crescent Malpas Newport
Postcode	NP20 5QB
Telephone number	01633 855848

Headteacher	Mrs Helen Day
Date of appointment	1 September 1995
Chair of governors/ Appropriate authority	Nursery Management Group – Newport UA
Registered inspector	Mr Peter Mathias
Dates of inspection	18 – 20 October 2006

## Appendix 2

### School data and indicators

Number of pupils in each year group									
Year group	N (fte)	R	Y1	Y2	Y3	Y4	Y5	Y6	Total
Number of pupils	33								33

Total number of teachers			
	Full-time	Part-time	Full-time equivalent (fte)
Number of teachers	2	0.1	2.1

Staffing information	
Pupil: teacher (fte) ratio (excluding nursery and special classes)	N/A
Pupil: adult (fte) ratio in nursery classes	11:1
Pupil: adult (fte) ratio in special classes	N/A
Average class size, excluding nursery and special classes	N/A
Teacher (fte): class ratio	1:1

Percentage attendance for three complete terms prior to inspection		
Term	N	Whole School
Summer 2005	87.8	87.8
Autumn 2005	94.5	94.5
Spring 2006	90	90

Percentage of pupils entitled to free school meals	N/A
Number of pupils excluded during 12 months prior to inspection	0

## Appendix 3

### Evidence base of the inspection

- A team of three inspectors were present at the school for seven inspector days, with a nominee from the school.
- Pre-inspection meetings were held with parents and the management group to discuss the life and work of the school.
- Seventeen questionnaires were completed by parents and carefully analysed.
- Discussions were held with the head and staff with responsibilities and support staff.
- School documentation and samples of childrens' work were examined.
- Thirty-five lessons or sessions were observed.
- A sample of childrens' work from across the ability range in each year group was examined.
- Inspectors listened to a sample of children reading.
- Discussions were held with children about their work and about the life of the school.
- Childrens' behaviour was observed during break periods, at lunchtime and at the beginning and end of the school sessions.
- Inspectors attended assemblies.
- Post inspection meetings were held with the staff and the management group.

## Appendix 5

### Composition and responsibilities of the inspection team

Team member	Responsibilities
Mr Peter Mathias (Rgl)	Context Summary and recommendations Key Question 5 Key Question 6 Contributions to Key Questions 1 & 2 Mathematical development Knowledge and understanding of the world Physical development
Mrs Helen Adams (Lay Inspector)	Contributions to Key Questions 1, 3, 4 & 7
Mrs Eluned Evans (Team Inspector)	Contribution to Key Questions 2, 3, 4 & 7 Special educational needs Language, literacy and communication skills Creative development Personal and social development
Mrs Helen Day - Headteacher (Nominee)	Contribution to all Key Questions

### *Acknowledgement*

*The inspectors wish to thank the management group, the head and all the staff for their co-operation and courtesy they received during the inspection.*

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