

## CONTENTS

<i>Section</i>	<i>Paragraph</i>
1: Introduction	1-4
2: Main findings and key issues for action	5-17
3: Standards and quality	18-22
4: Efficiency of the school	23-24
5: Pupils' personal development and behaviour	25-28
6: Subjects of the curriculum and other curricular provision	
Linguistic area of learning	29-33
Mathematical area of learning	34-36
Scientific and technological area of learning	37-40
Aesthetic and creative area of learning	41-43
Human and social area of learning	44
Physical development	45-47

7: Factors Contributing to the Findings

48-70

## Introduction

1. This inspection was carried out under Section 9 of the Education (Schools) Act 1992. Its purpose was to report on:

- the educational standards achieved in the school;
- the quality of education provided by the school;
- whether the financial resources available to the school are managed efficiently;
  
- the spiritual, moral, social and cultural development of pupils at the school.

The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education

## Basic information about the school

Name of school	Woodfield Nursery
Type	Nursery
Status	LEA Nursery School
Age range of pupils	3 - 4
Headteacher	Mrs S Boardman
Address of school	Sefton Street Brierfield Nelson BB9 5BE
Telephone number	01282 614636
Name of appropriate authority	Lancashire Education Authority
Local authority area	Lancashire (Pendle)
Department for Education school number	923/1062
Name of Registered Inspector	Mrs M. Hulme

Dates of the inspection

26 - 29 February 1996

## **Intake of pupils and the area served by the school**

2 The school is situated in the centre of the town of Brierfield near Nelson in the county of Lancashire. The school is surrounded by mainly terraced housing and council estates and is an area recognised as having a high level of unemployment. There are 40% of children who are identified as eligible for free meals which is high. The majority of children attending this school are of Asian heritage where English is a second language. There are Section 11 staff in the form of one full-time and one part-time nursery nurse to support these children. Due to the Local Education Authority policy of early admission to primary school many nursery children have just one year at the school and the Autumn and Summer terms are periods of unsettlement as one year group enters and another prepares to leave. At present there are no statemented children but there are a number of children identified as having special educational needs and a full-time nursery nurse supports them and their families.

### **3. School data and indicators**

#### **Number of Pupils in Each Year Group**

Year	Boys	Girls
Nursery (part-time)	36	44
Total full-time equivalent -	40	

#### **Special Educational Needs**

Number of pupils having statements of special educational needs 0

#### **Free School Meals**

Percentage of pupils eligible for free school meals 40%

#### **Teachers and Classes**

Full-time equivalent teachers 2.1

Pupil:teacher ratio 19:1

What is the child:adult ratio  
10:1  
10:1

**Teaching time per week**

	Hours
Nursery	25

**Pupils' attendance (percentages) for the third week of the previous term**

<b>Actual attendance</b>	<b>Percentage attendance</b>
350	93%

**Number of exclusions in the last 12 months**

	<b>FIXED PERIOD</b>		<b>PERMANENT</b>	
	<b>Boys</b>	<b>Girls</b>	<b>Boys</b>	<b>Girls</b>
<b>Nursery (if applicable)</b>	0	0	0	0
<b>OVERAL TOTAL</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Financial Information**

<b>INCOME (£)</b>	<b>Last Full Financial Year</b>	<b>Current year</b>
	3187	3296

<b>EDUCATIONAL RESOURCES (£)</b>	<b>Last Full Financial Year</b>	<b>Budget allocation for current year</b>
<b>Telephone</b>	<b>264</b>	<b>300</b>
<b>Photocopier</b>	<b>138</b>	<b>200</b>
<b>Office requirements</b>	<b>201</b>	<b>200</b>
<b>Consumables (pupils)</b>	<b>441</b>	<b>500</b>
<b>Curriculum (general)</b>	<b>510</b>	<b>500</b>

<b>Curriculum (linked to school development plan)</b>	<b>553</b>	<b>600</b>
<b>Books</b>	<b>133</b>	<b>200</b>
<b>Contingency</b>	<b>200</b>	<b>100</b>
<b>TOTAL</b>	<b>2,440</b>	<b>2,600</b>

#### **4. Record of the evidence base of the inspection**

<b>Year</b>	<b>Pre KS1</b>
<b>Lessons seen</b>	<b>49</b>
<b>Hours</b>	<b>20.1</b>

The inspection was carried out by a team of three inspectors.

Over 20 hours were spent undertaking observations of nursery activities and 49 activities were observed. Samples of children's work were examined.

Interviews were held with teaching and non-teaching staff, governors, chair of governors, parents and an LEA officer.

The nursery children were talked to informally during activities.

School planning and budgetary information was examined.

Teachers' plans and records were examined.

Views expressed at the parents meeting and in the letters to the Registered Inspector were taken into account.

#### **Main findings**

5. This is an excellent nursery school with many outstanding features. It is highly regarded by parents, governors and the local community. The school is well led by a headteacher whose leadership places a strong emphasis on providing a caring atmosphere in which children feel secure. There is a range of excellent support for parents with whom relationships are both warm and caring. There is very good support from many adults in the community which extends the educational opportunities provided by this successful school. Children benefit from beginning

their school life here.

6. Children are achieving good standards in the areas of learning with many children achieving levels beyond that expected for the age group. All the children are achieving at levels appropriate for their capabilities and that includes the children with special needs who are making the best possible progress.

7. In the linguistic, mathematical, scientific and technological, aesthetic and creative areas of learning the children generally achieve good standards. Some of the three year olds achieve very well for their age in language, number and technology. The older children have a good foundation for the early work of Key Stage 1. The human and social area of learning and physical development of the children is sound.

8. The staff are both hard working and dedicated. They work well as a team to develop a curriculum appropriate for under-fives that meets the developmental needs of the children and prepares them for future learning.

9. The teaching is good and often very good. There are many strengths:

- the excellent relationships with children;
- the well planned play activities that have clear objectives;
- the skilled ways in which staff talk to children to reinforce and promote learning;
- the high expectations that staff have of the children based on each child's ability to achieve;
- the sensitive support provided by staff that allows children to grow in confidence and learn from their mistakes.

10. The contributions of those staff who work with children for whom English is a second language contribute significantly to the standards achieved and ensure that there is equal access to all aspects of the curriculum for every child.

11. The curriculum fulfils the aims of the school. All staff are involved in the planning which is appropriately based on the six broad areas of learning. It incorporates an on-going system of assessment that allows the individual needs of all children to be met. The detailed knowledge shown by staff of children's needs and achievements is a strength of the school.

12. The provision and support for children with special educational needs is excellent. The specialist skills of some staff make outstanding contributions to the progress and achievements of these children. The nursery acts as an effective facilitator for all pre-school children in the community.

13. The welfare of the children is given a high priority by staff. The school's efforts



to maintain these standards are hampered by a lack of specialist provision. The bathroom area, though clean and tidy, is in need of some remedial measures in order that children's personal needs can be met.

14. The management of the school is good. Very good relationships exist with parents and governors some of whom are actively involved in school life. The majority of the school's budget is managed by the Local Education Authority and a very small amount is managed by the school. This is spent carefully and effectively. Very good support is provided by parents who make a significant contribution to the budget. Existing resources are used well and nothing is wasted. Overall the school provides good value for money.

15. The school successfully promotes the spiritual, moral, social and cultural development of its children. They have a growing awareness of honesty, kindness, telling right from wrong and respect for others. Successful relationships are developed at all levels. There are effective links with parents and the community.

16. The atmosphere of the school is very good. Behaviour is excellent. Most children are keen to learn, co-operate and work well together. Attendance is good

#### 17. **Key issues for action**

- ensure that welfare and health issues are remedied;
  - maintain the good standards of achievement;
  - continue to develop the human and social area of learning;
  - maintain the excellent team work that ensures good quality of teaching and learning;
  - maintain the very good provision for children for whom English is a second language;
  - maintain the excellent provision for children with special educational needs;
- maintain the very good relationships with parents and the community.

### **Standards and quality**

#### **Standards of achievement**

18. When children enter the nursery many have low levels of achievement and a significant proportion speak English as a second language. A high priority is given to

the development of language and communication skills with both the programmes and the teaching adapted well to meet the needs of the children. All staff work hard to enable children to achieve their full potential with standards that will give them a good foundation for the National Curriculum in the primary school.

19. The majority of children achieve good standards in the areas of learning with many children achieving at a level above that expected for the age group. All the children are achieving at levels appropriate for their capabilities which includes those who have special educational needs and they are making the best possible progress.

20. In the linguistic, mathematical, scientific and technological, aesthetic and creative areas of learning children generally achieve good standards. Some of the three year olds achieve very well for their age in language, number and technology. The older children have a good foundation for the early work of Key Stage 1. The human and social area of learning and the physical development of the children is sound.

### **Quality of learning**

21. The learning environment has been planned carefully to enable children to have positive experiences and to develop the attitudes and habits for learning that will provide a foundation for their future education. Whilst the indoor area particularly facilitates independent learning the outdoor area is both challenging and stimulating providing well for children's personal development as well as their physical development.

22. The quality of learning is good. At all times children felt secure and were confident in first-hand experiences that allowed them to explore and experiment. They were always interested in what they were doing, sometimes concentrating for long periods and making progress. Very often the activities were based on previous experiences and children consolidated and extended this previous learning. The outcomes of such learning were often improved as a child watched others and the adult working with the group. In the construction of a mobile telephone the opportunity to see one working led to the child improving the model and extending his understanding and skills. Every day all the children were involved in practical activity, enquiry and purposeful play. They found their learning enjoyable and satisfying.

### **Efficiency of the school**

23. The school's budget is managed by the Local Education Authority apart from a small amount of money that the school decides how to spend. The fund-raising efforts of the parents are very effective and monies raised contribute substantially to the good quality resources purchased by the school to provide an appropriate pre-school

education.

24. The school has a governing body that meets regularly and works closely with the headteacher. There has been no internal audit to which the school can respond but the aims and objectives of the finance policy ensure that there is efficient management of the finances for which the school is responsible. The administration of the school is dealt with very effectively. Governors have oversight of the school development plan which has clearly identified educational objectives linked to tasks, personnel and resource provision. Children are making good progress; resources for learning are managed well; financial control is good. The school provides good value for money.

## **Pupils' personal development and behaviour**

### **Pupils' spiritual, moral, social and cultural development**

25. The school aims, policy and practice enable children's personal development to be promoted very effectively. This aspect is given a high priority in the school by staff, governors and parents. The diversity of the community with its different religious beliefs and cultures influences the moral standards and behaviour of the children. All aspects of children's personal development are promoted through the planned curriculum and generally the children have a positive response to this provision.

26. They share and respect the festivals celebrated by others and have expressed enjoyment for the Eid, Divali, Christmas and Chinese New Year activities that have widened their experiences. Spiritual development grows as children use the many opportunities that the school provides to experience and appreciate the wonders of the natural world, creative activities, music and imaginative play. There is a growing understanding of right and wrong and, at times, children are sensitive to the needs of others and will offer help. They co-operate with each other effectively and are developing caring attitudes. They are gaining an understanding of the need to take turns and share with each other. As children are involved in purposeful play no opportunity is missed by staff to reinforce learning that promotes social and moral development.

### **Behaviour and discipline**

27. The nursery is a calm and orderly community where staff encourage acceptable behaviour. Children are encouraged and praised when they show thoughtful behaviour. The quality of children's behaviour is excellent and it has a very positive effect on the quality of learning. Children work and play together co-operatively; they have good relationships with adults and other children; they readily take part in activities with confidence and respect for others. They are able to adapt to any change of behaviour needed in another context such as when they move from music to story.

Parents support the positive training provided by the school and children respond well to the high but realistic expectations of the staff.

### **Attendance**

28. The level of attendance is very good. The school system for monitoring children's attendance is very effective. Both staff and parents work together to encourage children's regular attendance. Children arrive punctually, and the good practice observed applies equally to both morning and afternoon sessions.

## **Subjects of the curriculum and other curricular provision**

### **Linguistic area of learning**

29. The children have a wide range of starting points including some who have no knowledge of the English language when they start at nursery. This area of learning is given a high priority and the good standards achieved are due to the effective way that bilingual members of staff work together with English speakers to ensure that all children have the same opportunities to develop their speaking and listening skills and emergent reading and writing skills. Whilst children of Asian heritage may not always know the English words they are developing the skills needed for reading, writing and speaking English at the same pace as those for whom English is the first language. When necessary, the teaching and linguistic programme are adapted effectively to meet their needs.

30. Every day children are encouraged to take part in conversations; communicate with others in imaginative play; listen to stories, rhymes or poems and learn some of them by heart. No opportunity is missed to encourage children to communicate verbally and staff emphasise the need to speak clearly and fluently to other children and to listen attentively. All staff show children that they are genuinely interested in what children have to say and they make time to listen and develop a conversation.

31. There are many opportunities for children to handle and look at books, and share reading. Constantly children were seen in the book corner enjoying and sharing books with adults or using books to tell a story to others. They recognise that print conveys meaning and can follow the print in the large story books whilst listening to the adult or using headphones. Some children can recognise familiar words such as their name and they know that English print moves from left to right and proceeds down the page from top to bottom. A workshop was held for a group of parents who were learning that puppets can be powerful story aids and will encourage children in storytelling. They were learning to make the puppets and use them at home to reinforce the learning gained at school.

32. A wide variety of writing tools encourage children to draw and experiment with

making marks. Some children need adult support and opportunities to practice to develop competence in handling writing tools and staff are skilled at providing a range of activities to aid pencil control. Some children can write their name using lower case letters whilst others are still at the stage of making or copying patterns and learning to form letters. The computer is used to enable children to use different programmes to develop drawing and writing.

33. The school provides a print rich environment with a well stocked book area, a drawing and writing workshop area, large print labels on items throughout the school, labels and captions on pictures and displays and signs and notices with an appropriate printing style all round the school.

### **Mathematical area of learning**

34. Children achieve good standards in the mathematical area of learning. Children can sort, match, order and count objects and many can do this very well. There is a growing awareness of mathematical language and many children are able to use the correct vocabulary for shapes, recognition of numerals, and when playing number games. They are taught mathematical language through a range of nursery activities and purposeful play. The computer was used when programmes were available that would enable children to use games that would extend their development of concepts such as larger and smaller and develop an awareness of different attributes of colour, shape and size. There is a growing awareness of the number system through number rhymes and songs, of spatial awareness through movement; and developing ideas of sequence, pattern and order.

35. The quality of learning is good. Children show interest in a range of mathematical activities and persevere to complete a task. Large construction apparatus produced co-operation with help provided to connect a cube with cylinders. A lotto game needed co-operation and some children offered help to those who had problems matching shapes and recognising colours.

36. The quality of teaching is always good. Activities are well prepared with aim and purpose. The adults work well as a team interacting well with the children to probe understanding and generally promote learning. The very good relationships between the teacher and the children are an important factor in motivating the learning. There is a balance of structured and integrated activities.

### **Scientific and technological area of learning**

37. Children achieve good standards for their age in the scientific and technological area of learning and this is well in line with their abilities. They know about the conditions necessary to sustain life, can name parts of a plant and understand simple hygiene. They know some properties of materials and that a lens can make things

look bigger or smaller. Many children can make simple generalisations and link cause and effect.

38. Children work independently in technology and generally achieve good standards. Occasionally they achieve outstanding standards. They use tools with developing skill and confidence, can choose materials, have an awareness of safety rules and can finish models to their own criteria. When using the computer, children know that the action of the mouse affects what happens on the screen and they can manipulate the mouse with skill. Some children can use icons and some can use the printer.

39. The quality of learning is generally good in this area of learning. The children have good attitudes to learning. They show interest and persevere to complete a task.

40. The quality of teaching is sound and often good. The teaching is good when the activity is well prepared and resourced. Teachers are skilled in using language and they intervene sensitively and appropriately which allows children to develop skills and be in control of the outcome.

#### **Aesthetic and creative area of learning**

41. Children achieve good standards in the aesthetic and creative area of learning. Children express themselves well through drawing, painting, using malleable materials such as clay and dough, movement and music making. Art activities have a high priority and a range of activities enable children to explore and experiment with a variety of media. There are opportunities for music making in a large group session and in the music area where there is a range of percussion instruments. Sessions may be structured or spontaneous. Children are taught new songs and spontaneous music and singing is always encouraged and enjoyed in any activity at any time.

42. The quality of learning is good. Children enjoy their art and music activities. They can select from a range of materials, they have first-hand experiences to explore and experiment, they build on previous learning and are gradually acquiring art techniques at a level appropriate for their ability. Children are increasing their dexterity in using art tools and musical instruments. They show interest in all activities and make good progress.

43. The quality of teaching is good overall and sometimes outstanding. Some excellent examples were seen of teacher and nursery nurse working together very effectively as a team, particularly when groups of children comprised both English and Punjabi speakers. Adults used their knowledge and skills very successfully to teach, direct, intervene and promote children's learning. There is a helpful music policy that provides good guidance for staff and the school plans to add an art policy to cover this area of learning fully.

## **Human and social area of learning**

44. Few activities were seen in this area of learning during the week of inspection. However, it is the school's intention to develop this area to the same standard as other areas of learning and the process of developing policy and practice has already begun. In those activities seen, children can identify the basic features of a floor plan and use directional movement. They understand that roads are required for vehicles to travel and they are familiar with the features of a road. Some children were able to talk about people in their families and in school. The topic 'All about me' provided evidence of visits made in the local area.

## **Physical development**

45. The overall standards of children's achievement in physical development is sound. Generally this is appropriate for their ability and children with special educational needs are achieving well for their capability. In the outdoor area the activities are appropriate for the age of the children but indoors the more structured activities such as movement, construction, sewing and early writing allow children to achieve well for their age and ability. Most children are achieving satisfactory skills in running, jumping and climbing and are developing spatial awareness.

46. The quality of learning is sound and often good. Children have a positive attitude towards the activities and persevere in the tasks and make progress. Children show increasing control and confidence. They play co-operatively with each other. The good behaviour makes a positive contribution to the quality of learning.

47. Overall the quality of teaching is good and sometimes it is very good. Activities have aim and purpose and adults interact well with children. Effective teaching is characterised by a good use of language, knowledge and skill in directing, intervening and teaching to promote children's learning. Teaching is less good when staff, though working together in the outdoor area, miss opportunities to extend the learning which prevents further development of physical skills. The more able children would benefit from more challenging outdoor play.

## **Factors contributing to these findings**

### **Quality of teaching**

48. Teachers and nursery nurses work together as a team very effectively. They plan the curriculum together; co-operate on policies; are consistent in the implementation of policies and practice; often work together in pairs with a group of children and ensure there is continuity and progression. They all have a clear understanding of how young children learn and weekly planning sessions result in agreement on activities that are purposeful, carefully structured and provide a balance of child- selected and

adult-initiated work.

49. The quality of teaching is good and often very good. There are many strengths:

- the excellent relationships with children;
- the well planned play activities that have clear objectives;
- the skilled ways in which staff talk to children to reinforce and promote learning;
- the high expectations that staff have of the children based on each child's ability to achieve;
- the sensitive support provided by staff that allows children to grow in confidence and learn from their mistakes.

50. The contributions of those staff who work with children for whom English is a second language contributes significantly to the standards achieved and ensure that there is equal access to all aspects of the curriculum for every child.

### **Assessment, recording and reporting**

51. Arrangements for the accurate assessment of children's achievements are consistent and thorough. All staff carry out observations daily and outcomes are collated on a pupil profile. Samples of children's work are kept in each child's record of achievement to which parents are invited to contribute. All staff are involved in the discussion of each child's records and these form the basis for future planning. The detailed knowledge shown by staff of children's needs and achievements is a strength of the school. Parents are informed and involved in their children's education both on a daily basis and formally through reports and regular interviews with staff.

## **The curriculum**

### **Quality and range of the curriculum**

52. The nursery curriculum fulfils the aims of the school. All staff are involved in the curriculum planning which relates to themes and is based on the six broad areas of learning. This lays a sound foundation for the National Curriculum and links are well established to the curriculum at the beginning of Key Stage 1. The half-termly and weekly planning meetings are used effectively ensuring that there is both breadth and balance to the curriculum.

53. Suitable links are made across curriculum areas and there are policies for most



of the areas of experience that provide effective programmes of work linked to assessment that enables staff to meet the developmental needs of all children. The school session is balanced and ordered with sufficient freedom of choice, provision for independent and directed learning and opportunity to share in some larger group activity.

### **Equality of opportunity**

54. The school successfully carries out its aims to provide equality of opportunity and access to the curriculum for all children. Staff show a clear understanding of the needs of children and regularly monitor their access to the curriculum. Activities are well planned to provide for the differing needs of all children, enabling them to make progress according to their capability. This includes the more able children whose needs are regularly addressed. The support for children with special educational needs is of a high quality and has a significant effect on the quality of learning and standards achieved.

55. Section 11 funded staff play a full part in the life of the school and make a significant contribution to the children's learning and standards of achievement. The bilingual staff are valued colleagues whose language skills are used to positive advantage in children's learning in language development and in the curriculum. Communication with parents is greatly facilitated. The parents' workshop organised by the Section 11 teacher is an innovation that successfully promotes an understanding of children's learning needs and skills for helping children at home.

56. Positive role models are provided. Staff work hard to raise children's confidence, self-esteem and cultural identity. The ethos of the school, with a strong commitment to the valuing of the individual, has a positive effect on the children's standards of achievement.

### **Provision for pupils with special educational needs**

57. The provision for children with special educational needs is excellent. Children make good progress and achieve appropriately. The use of close observation of individual children and full discussion by all staff enables them to identify those children with special needs. Detailed individual education plans are maintained and reviewed regularly.

58. There are effective links with outside agencies and a strong relationship with advisory teachers who provide invaluable advice and support. Every effort is made to involve parents on a daily basis. Relationships with families of children who have special educational needs are good and contribute towards the effective management of the child's progress. School governors maintain an interest in children with special needs and are regularly updated on progress by the designated governor and

headteacher. The school's policy and practice for special needs meets the requirements of the Code of Practice.

### **Management and administration**

59. The comprehensive Mission Statement incorporates clear aims that are effective in promoting all aspects of children's development. The school is very successful in meeting the aims and enables each child to achieve standards appropriate for their capability. The overall quality of management is a significant factor in the school's progress towards meeting its aims. The governing body is very involved in the life of the school and whilst it has no responsibility for a devolved budget it does fulfil all its legal responsibilities effectively.

60. The headteacher provides enthusiastic and effective leadership. Although there is no deputy she is supported well in the task of management by staff and governors who work as a team. A range of policies to support the work of the school are well implemented and others are developing. The school development plan is realistic highlighting priorities with time scale and success criteria. It indicates the way forward for the school. The routine administration, communication and organisation of the school are very effective and have a marked influence on the friendly and business like atmosphere within the school.

### **Resources and their management**

#### **Teaching and non-teaching staff**

61. All staff are suitably qualified for the under-fives age range including those funded by Section 11. They all have considerable experience and expertise. A good proportion of the staff are able to provide effective bilingual support for both children and parents.

62. Staff are efficiently deployed and work collaboratively across all areas of curriculum. They are fully involved in curriculum planning, assessment and monitoring of children's work. The arrangements for and impact of staff development on the quality of children's learning and standards of achievement is good. The arrangements for teacher appraisal are very effective.

#### **Resources for learning**

63. The nursery is well resourced to deliver an early years curriculum. The good quality resources are well managed and readily accessible to children and teachers. In the classes the resources are organised in a manner that ensure the development of independent learning. Outdoor provision is good with a range of appropriate equipment. Great care has been taken in the development of the school grounds to

create a stimulating learning environment that provides effectively for children's physical and personal development.

### **Accommodation**

64. The nursery accommodation is bright, attractive, orderly and well ventilated. The building is well maintained and very clean with health and safety issues implemented. There are areas which offer the children opportunities to be quiet, comfortable and relaxed as well as more boisterous. Floor coverings are both carpeted and tiled. There are spaces that can be used for large scale building and play. The area for imaginary play is an attractive design and used very effectively. Children are able to work at different levels and there is a good balance in the use of floor or tables. The indoor area is enhanced by displays that are used to good effect to celebrate the work of the children. However, the nursery lacks an area of specialist provision for the welfare of the children. There is no facility to shower or change a child in privacy.

65. Outdoors a secure environment has been created with a variety of different surfaces, textures and levels such as the woodland walk, seating, bridges, grass, hillocks, garden area and paving. This outside play area has been developed to a very high standard and provides a stimulating and exciting learning environment. The accommodation is managed effectively.

### **Pupils' welfare and guidance**

66. The provision for promoting the welfare, health and safety of children is effective. The school is a caring and supportive community where children feel secure. Staff know the children well and are sensitive to their needs. The Health and Safety policy provides procedures for ensuring children's well-being. This is given a high priority by staff but the school's efforts to maintain these standards are hampered by a lack of specialist provision. The bathroom area though clean and tidy is in need of some remedial measures in order that children's personal needs can be met.

67. The school has excellent links with outside agencies particularly those concerned with health. These help to foster the caring and supportive ethos of the school.

### **Links with parents, agencies and other institutions**

68. The nursery has excellent links with parents who are made to feel welcomed and valued. They are encouraged to contribute to the education of their children as they work with staff. Parents receive clear information about the school and what is provided before children are admitted to the nursery. They are able to visit, provide information about their child's needs and know a member of staff to whom they can both relate. These arrangements make for an easy transition from home to school and are valued by parents. An outstanding feature of this nursery is the

involvement of parents to develop and extend the education of their children in their own homes. The parents workshop and the toy library are particularly appreciated and both innovations enable parents to be skilled in helping their children at home.

69. Parents are very supportive of the school and make voluntary financial contributions to assist the school with resource provision. Parents value what this school provides and every effort is made by them to help the school create a learning environment that enables the children to achieve the highest possible standards.

70. Children move to the primary school at the age of four years and the nursery has established good links with the local schools. Liaison is good and children feel secure and confident when they move to the next stage of education.