

Nursery schools

Key:

RTI

Governing body funded 0-3 childcare single inspection event

EYFS Parallel inspection event

Section 8 deemed section 5 inspection

# [Add School Name]

Inspection report

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<b>Unique Reference Number</b>	[add number]
<b>Local Authority</b>	[Add Name]
<b>Inspection number</b>	[add number]
<b>Inspection dates</b>	[add date(s)]
<b>Reporting inspector</b>	[Add Name]

This inspection of the school was carried out under section 5 of the Education Act 2005.

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	[add ages]
<b>Gender of pupils</b>	Boys
<b>Number on roll</b>	
School (total)	[add number]
Childcare provision for children aged 0 to under 3 years	[add number]
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	[add name]
<b>Headteacher</b>	[add name]
<b>Date of previous school inspection</b>	[add date]
<b>Date of previous childcare inspection</b>	[add date]
<b>School address</b>	[add address line 1] [add address line 2] [add address line 3]
<b>Telephone number</b>	[add number]
<b>Fax number</b>	[add number]

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<b>Age group</b>	[add ages]
<b>Inspection date(s)</b>	[add date(s)]
<b>Inspection number</b>	[add number]

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## Introduction

The inspection was carried out by

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## Description of the school

(The abbreviation EYFS must not be used; Early Years Foundation Stage must always be written in full.)

(Where there is onsite childcare provision that is NOT managed by the governing body (for example a breakfast club or an after school club) it MUST be referred to in the description of the school.)

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

**Overall effectiveness of the school**

**Grade: 1 – 4**

**What the school should do to improve further**

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**Achievement and standards [remove]**

**Grade: 1 – 4**

**Personal development and well-being[remove]Grade: 1 – 4**

**Quality of provision [remove]**

**Effectiveness in promoting children’s learning  
and development [remove]**

**Grade: 1 – 4**

**Effectiveness in promoting children’s welfare[remove]Grade: 1 – 4**

**Leadership and management [remove]**

**Grade: 1 – 4**

The text below about complaints should appear at the bottom of the back page.

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**Annex A**

# Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.</b>	<b>School Overall</b>
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## Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	
Effective steps have been taken to promote improvement since the last inspection	<b>Yes/No /NA</b>
How well does the school work in partnership with others to promote learners' well-being?	
The capacity to make any necessary improvements	

## Achievement and standards

<b>How well do children in the EYFS achieve?</b>	
The standards <sup>1</sup> reached by learners	
How well learners make progress, taking account of any significant variations between groups of learners	
How well learners with learning difficulties and/or disabilities make progress	

## Personal development and well-being

<b>How good are the overall personal development and well-being of the children?</b>	
The extent of learners' spiritual, moral, social and cultural development	
The extent to which learners adopt healthy lifestyles	
The extent to which learners adopt safe practices	
How well learners enjoy their education	
The attendance of learners	
The behaviour of learners	
The extent to which learners make a positive contribution to the community	
How well learners develop workplace and other skills that will contribute to their future economic well-being	

## The quality of provision

<b>How effectively are children in the EYFS helped to learn and develop?</b>	
<b>How effectively is the welfare of the children in the EYFS promoted?</b>	

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

All white boxes must be completed. The grey boxes are used wherever the inspection team has sufficient evidence to come to a secure judgement.

## Leadership and management

<b>How effectively is provision in the EYFS led and managed?</b>	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	
How effectively leaders and managers use challenging targets to raise standards	
The effectiveness of the school's self-evaluation	
How well equality of opportunity is promoted and discrimination eliminated	
How well does the school contribute to community cohesion?	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	
The extent to which governors and other supervisory boards discharge their responsibilities	
Do procedures for safeguarding learners meet current government requirements?	<b>Yes/No</b>
Does this school require special measures?	<b>Yes/No</b>
Does this school require a notice to improve?	<b>Yes/No</b>

Annex B



**Letter to children explaining the findings of the inspection.**

(Date)

Dear Children

**Inspection of [School name/town/postcode]**

(Phase/age appropriate introduction. Thank children for contributing to inspection.)

(Summarise main findings giving key strengths and weaknesses – refer to children’s views if you have them.)

(List of improvements needed – refer to children’s views if you have them, and where possible refer to the ways in which children can help to bring about the improvements.)

■

(Sign off)  
(Lead inspector/HMI)