

# The Gill Blowers Nursery School

## Inspection report

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<b>Unique Reference Number</b>	131175
<b>Local Authority</b>	Luton
<b>Inspection number</b>	341104
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Jackie Cousins

This inspection of the school was carried out under section 5 of the Education Act 2005.  
The registered childcare provision, 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>	Maintained
<b>Age range of pupils</b>	2–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sheila Roden
<b>Headteacher</b>	Deborah Harmon
<b>Date of previous school inspection</b>	7 February 2007
<b>School address</b>	Mossdale Court Levendale Luton
<b>Telephone number</b>	01582 575100
<b>Fax number</b>	01582 591965
<b>Email address</b>	<a href="mailto:gill.blowers.nursery.head@luton.gov.uk">gill.blowers.nursery.head@luton.gov.uk</a>

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<b>Age group</b>	2–5
<b>Inspection dates</b>	25–26 January 2010
<b>Inspection number</b>	341104

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<b>Registered childcare provision</b>	The Gill Blowers Daycare
<b>Number of children on roll in the registered childcare provision</b>	49
<b>Date of last inspection of registered childcare provision</b>	Not previously inspected

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## Introduction

This inspection was carried out by two additional inspectors. The majority of time was spent looking at learning. Ten lessons or part sessions were observed and all of the teachers were seen. Meetings were held with governors and staff. No meetings were held with the parents. Several groups of children were spoken to. The inspectors observed the school's work, and looked at documentation including the safeguarding policy, risk assessments, individual education plans and records. The school development plan was studied in detail. An analysis was made of information about children's attainment and progress, and inspectors looked at children's work in lessons and on display. Sixty-six parent and 31 staff questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how effectively leaders' monitor the progress of boys
- how well the use of information and communication technology (ICT) has been developed
- how successfully the school uses feedback to increase children's progress
- how effectively the leadership is working to develop children's understanding of the multi-cultural communities in the United Kingdom especially through music and art.

## Information about the school

Although in Gill Blower's Nursery School most children are from White British backgrounds a significant proportion are from minority ethnic groups. A minority speak English as their second language and a few are in the early stage of learning to speak English. A small minority of children have significant special educational needs and/or disabilities. Children attend the school from the age of two to four years for a morning or afternoon session. Care is also available for children from birth to five years where they can attend various sessions at the Mossdale and Leabank daycare sites between 8.00am and 6.00pm. The school has awards for health schools and Investors in Families. It has recently been accredited by the quality assurance systems for Baby Effective Early Learning (BEEL) and Effective Early Learning (EEL).

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The Gill Blowers Nursery School provides a good quality of education. One significant strength is the outstanding quality of care for children in the nursery and daycare settings. This means children's personal development and behaviour are excellent. Outcomes for children are outstanding. The children become independent learners, develop healthy lifestyles and adopt safe practices extremely effectively. This is due to the fact that all staff are dedicated to ensuring that children are very well cared for. The partnership to promote learning and well-being are extremely good because the school works particularly well with many agencies. It engages outstandingly well with parents. Virtually all parents who sent in a questionnaire were very positive about how well their child is progressing. One parent summed up their thoughts by saying, 'I am really happy with the Nursery and my child's progress.'

The leadership gives a high priority to treating all children as individuals. This allows children from different backgrounds and abilities to integrate extremely quickly into learning. They settle swiftly into school life whether they join a daycare setting at six months, or the school at three years of age. Children's knowledge and understanding on entry to the school is low and although they progress well, attainment on exit is below age related expectations. Children achieve effectively because the quality of teaching is good. Staff use a large variety of teaching approaches which is a significant improvement since the last inspection. Assessment is used successfully to inform weekly and daily planning. Occasionally, this planning does not outline in full the skills children are likely to use in each activity. Therefore staff do not understand completely the expectations for children's learning. Children receive positive feedback. However, staff do not consistently explain to them why they have done well. This means that children do not fully understand why they have been successful, and what they could do to improve. Occasionally, next step targets for one or two children under the age of three, are not recorded systematically and so not all staff are clear on what they can do to support these children's learning.

An outstandingly good management team is driving improvements. The headteacher and senior leaders' are extremely committed and inspire staff very effectively. Virtually all staff who returned the questionnaire were proud to be members of staff at this school. Considerable improvements since the last inspection include the fact that children often work in small groups with staff so that they can discuss their ideas really well. Self-evaluation is used successfully by senior leaders and governors and so the school is in a good position to improve in the future.

**What does the school need to do to improve further?**

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- – Raise children's attainment by developing the consistency of teaching ensuring all sessions contain these features:
  - lesson planning clearly sets specific objectives for each adult-led activity so that all know the skills and knowledge children are expected to develop
  - good quality feedback which explains to children what and why they have been successful in their learning, and outlines how they could improve
  - effective use and recording of next step targets for children under the age of three years.

**Outcomes for individuals and groups of children**

**1**

From their well below expected starting points children make good progress although by the end of the nursery year, attainment is below expectations. However, children make good progress in personal development and in their language development. Attainment in these areas of learning is in line with expectations by the time children leave the school. Senior leaders have started to monitor children's achievement using a more rigorous tracking system. It is helping the school to analyse different groups of children's progress carefully. For example, boys' progress is effectively catching up with that of girls. Children with learning difficulties and/or disabilities make good progress because of thoughtful use of individual education plans and programmes. Children from minority ethnic groups including those who are at the early stage of learning English are provided for successfully and so they achieve well.

Children contribute to the community extremely well. For example, they were successfully involved in helping to design a local park, the logo for a children's centre and participated in the naming of a new local children's centre. Children learn effectively to value everyone who they meet in school whatever their background because of very high staff expectations. Their knowledge of our multi-cultural society is developed well because many projects are used regularly to promote their awareness such learning about celebrations linked to Eid. Children's self-esteem is raised successfully as a result of very good relationships. The children have positive attitudes to learning and concentrate effectively in sessions. Their attendance and punctuality are good. This means that they are effectively prepared for the next stage of education. Children's moral development is very good and they have a very good understanding of how to be fair to others. They take on safe ways of working together outstandingly well. This is due to very careful guidance from staff. Children have an excellent understanding of a healthy lifestyle. A high proportion of children take part in physical exercise activities each week because outside areas are used well. They learn rigorously about which foods are healthier because cooking activities engage them successfully on a regular basis.

*These are the grades for children's outcomes*

**Outcomes for children in the Early Years Foundation Stage**

**2**

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching is good and so children achieve well in their learning. In lessons observed the best teaching uses practical teaching methods to ensure that children develop their key skills well. Children learn to work independently because staff have high expectations of them and time for them to develop their own interests is used successfully. In one outstanding session, children developed their language skills extremely well because open-ended questioning was used so successfully by the teacher. 'Parliament Time', a group discussion session is utilized very thoughtfully to deepen children's self-evaluation skills. For example, they explained carefully what they were going to do next with their work. Assessment consistently informs of the extra support needed for children.

A great emphasis is given in the school's good curriculum to the development of language, literacy, numeracy skills and knowledge and understanding of the world. Most weeks children spend a considerable amount of time in physical activity because outside and inside resources are used well. The development of creative skills through music activities is well supported. For example, children learn to sing rhymes and move to music due to good staff expertise. Children learn about our own and others' beliefs rigorously. The effective use of music and arts topics deepens children's understanding of our multi-cultural society. The children's personal, social and emotional development is supported extremely well through group discussion sessions. Children who speak

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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English as an additional language receive successful opportunities to develop their speaking skills this is because staff have undertaken high quality training in this aspect of learning. ICT is used suitably to develop children's basic skills. Provision for more able children is satisfactory.

Children receive outstandingly high levels of care from staff. Their introduction into school life or daycare is extremely well thought out. Their personal needs are met very successfully. All children feel comfortable about approaching any member of staff and they form strong relationships with their key worker. Children's mental health is supported extremely considerately. Vulnerable children are identified and nurtured really well. The school works thoughtfully with agencies to support children's well-being. The school's work with families ensures parents and carers can access training and support their child's needs very effectively. Parents and children are enabled to learn to cook healthy meals and share them because of extremely good use of resources and staff expertise.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The senior leadership team is highly focused to enhancing provision at the school. They often inspire staff by carrying out research projects to investigate how outcomes for children can be improved. School development planning sets clear direction for future improvements in the quality of teaching and learning. Children have equal opportunities to learn because the school works wisely to break down any barriers to learning. This is because senior leaders' have high expectations and work astutely to meet children's individual needs. Children's achievement is monitored on a formal basis each term by senior leaders and the individual targets for the three to four year old children are reviewed regularly.

Governors work effectively with staff and challenge the school well. They are involved successfully in strategic planning for the future. They make sure child protection and health and safety matters are dealt with carefully. Safeguarding procedures meet requirements well. For example, all staff receive regular training in child protection and thorough records are kept of the checks completed on staff.

The school works hard to ensure all children are treated fairly and equally. All staff work carefully to ensure that children are not discriminated against. They are effectively

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Please turn to the glossary for a description of the grades and inspection terms

encouraged to thoughtfully look after each other and different groups work well together. The school has evaluated all aspects of community cohesion rigorously and is exploring ways to evaluate the impact of its successes in this work.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	2
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2

## Views of parents and carers

An outstanding level of engagement between the school, parents and carers is highly evidenced at this setting. The majority of parents who returned a questionnaire were positive about their child's enjoyment of school. The school regularly consults parents to explore their ideas and comments. A high proportion of parents strongly agreed that their child is kept safe in school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at The Gill Blowers Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 120 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	74	17	26	0	0	0	0
The school keeps my child safe	48	73	17	26	0	0	0	0
The school informs me about my child's progress	47	71	18	27	0	0	0	0
My child is making enough progress at this school	45	68	21	32	0	0	0	0
The teaching is good at this school	45	68	21	32	0	0	0	0
The school helps me to support my child's learning	35	54	28	42	1	2	0	0
The school helps my child to have a healthy lifestyle	43	65	22	33	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	42	34	52	1	2	0	0
The school meets my child's particular needs	42	64	22	33	1	2	0	0
The school deals effectively with unacceptable behaviour	38	58	25	38	0	0	0	0
The school takes account of my suggestions and concerns	35	53	28	42	1	2	0	0
The school is led and managed effectively	39	59	24	36	2	3	0	0
Overall, I am happy with my child's experience at this school	46	70	20	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of children.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 January 2010

Dear Children

Inspection of The Gill Blowers Nursery School, Luton, LU4 9JL

Thank you for helping us to find out about your school. We enjoyed watching lessons and talking to some of you. You attend a happy and friendly school. These are some of the best things about your school:

- you make good progress in your work
- you behave very well in school
- your headteacher and senior teachers have very effective ideas about ways to improve the school
- teaching is good and the staff work hard to make sessions interesting
- a very good partnership is in place between the school, your parents, carers and others
- staff care and support you very well and listen to you thoughtfully so that you feel really safe in school.

We have asked your school to look at how they can make things even better. The most important things they need to do are to make sure your skills develop to higher levels by:

- making sure everyone knows what you should be learning
- explaining to you what you have done well
- making sure next step targets for those of you under three years of age, are written more clearly.

Continue to listen carefully to your teachers, come to school everyday, and enjoy all the great things you are learning at The Gill Blowers Nursery School.

Yours sincerely

Jackie Cousins

Lead inspector

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