

Childhaven Community Nursery School

13 Belgrave Crescent, Scarborough, North Yorkshire, YO11 1UB

Inspection dates 27–28 January 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Everyone involved in this school is passionate about giving all children the best possible start in life. Led brilliantly by the dedicated and inspiring headteacher, staff work extremely hard, constantly thinking about how to make the school even better.
- Leaders, including the very active governing body, know the school exceptionally well. They are proud of the innovative and exciting work done here while always making sure that all children have their needs met.
- The enjoyment and enthusiasm in school are infectious. Everyone involved sees themselves as constantly learning and developing. Parents are extremely supportive and delighted that their children come here.
- Relationships are very strong and exude warmth and respect. Adults have very high standards and carefully teach children routines and how to live and work alongside each other. As a result, children's behaviour in school is excellent.
- Children's spiritual, moral, social and cultural development is outstanding. Children are supported sensitively as they develop tolerance and understanding of each other.
- Children are very confident, independent and know how to keep themselves safe. They delight in exploring the different corners of the large, old building.
- Teaching is of an exceptionally high quality. Staff know each child extremely well and plan activities and develop 'learning adventures' which stimulate and excite them.
- Children's listening and language skills are expertly developed, often through an imaginative and creative use of music.
- There are excellent opportunities for children to think for themselves, solve problems and develop early mathematical skills. However opportunities to use technology to support this learning are limited.
- Achievement is outstanding. Children make rapid progress from their starting points and, by the time they leave the Nursery, are very well prepared for school.
- Children who need extra help are identified quickly and receive this through a range of carefully chosen activities which support their learning. As a result, they make the same excellent progress as everyone else.
- The school is justly proud of its reputation in the town and as the lead school in the Scarborough Teaching Alliance. It is working hard to share its values and expertise with others.

Information about this inspection

- The inspector observed a wide range of sessions, both indoors and out, including those led directly by adults and activities which children had chosen for themselves.
- The inspector looked at a sample of children’s learning stories, at some ‘It’s good to be me’ books and at displays around the building.
- Discussions were held with the headteacher, members of staff, a representative of the governing body and a representative from the local authority.
- The inspector took account of the 29 responses to the online questionnaire (Parent View); the school’s own consultations with parents and spoke informally to several parents.
- The inspector looked at a range of documents including those relating to safeguarding, reports on teaching and data on children’s progress.

Inspection team

Nora Waugh, Lead inspector

Additional Inspector

Full report

Information about this school

- This is an average-sized nursery school.
- Most children attend for three hours every morning or every afternoon. An increasing number of families are taking advantage of the high level of flexibility offered by the school in how they access places.
- Children attend Nursery from the term following their third birthday and stay until transferring into the Reception Year of one of several local schools.
- Most children are White British. A few children from minority ethnic backgrounds speak English as an additional language.
- The proportion of disabled children and those who have special educational needs is below average.
- Approximately a quarter of children receive extra help while in Nursery. This is mainly to develop either language or personal skills.
- The school is registered on the Early Years Register to provide care for children aged between two and three years. This provision is subject to a separate inspection. Inspection reports for this provision may be viewed at www.gov.uk/ofsted.
- The school run a breakfast club and allow parents to purchase additional nursery sessions. After school care is provided by a local nursery.
- The Nursery was designated as a teaching school in April 2014 and is the lead member of the Scarborough Teaching Alliance.

What does the school need to do to improve further?

- Improve the opportunities children have to use technology throughout the Nursery including in the outdoor area.

Inspection judgements

The leadership and management are outstanding

- Everyone involved shares a very strong vision for the school and believes passionately in the same values. Excellent teamwork is a key characteristic of this school. All staff constantly reflect on their practice.
- The headteacher provides outstanding and very visible leadership. She and the governing body have an excellent understanding of the school. Self-evaluation is thorough and accurate. Leaders are meticulous in ensuring that their priorities are ones which will continue to drive the school forward.
- Leadership of learning is not always approached in a conventional way but is stunning in its impact. The main focus is promoting children's ability to learn and giving them opportunities to develop the skills this requires. Music is given a high priority, as is outdoor and environmental learning.
- A close eye is kept to ensure that children reach high levels in early reading, writing and mathematics. Time was spent recently to ensure all adults had a good understanding of how children develop knowledge of letters and the sounds they make. As a result, already high attainment improved even further.
- The school has been very successful in developing middle leadership. Responsibilities are shared across the team. Initiatives such as the 'beach school' or organising support for students on placements at the Nursery are now the responsibility of these middle leaders.
- Checks on performance, both formal and informal, is very thorough. Targets are linked to salary progression and underpinned by a wide range of professional development opportunities.
- The curriculum is exciting and children have a breadth of opportunities to develop as learners. Outdoors, makes full use of the space available and indoors, each room has a different focus. Everyday provision is supplemented by regular visits, for example, to the forest or beach and visitors, including a musician who works regularly in the Nursery.
- Children's spiritual, moral, social and cultural development is outstanding. The warmth of relationships provides excellent support. When in the garden or on the beach, there are many opportunities for children to experience the wonder of the natural world.
- The school has a strong commitment to promoting equality of opportunity. All children are welcomed into this highly nurturing and caring community where very strong relationships are fostered. Children learn respect, tolerance and how to work collaboratively, preparing them very well for life in modern Britain. Leaders ensure that there is no discrimination against anyone. Parents are extremely enthusiastic about the nursery. They appreciate the support they receive and the headteacher welcoming them into Nursery. One described it as 'a wonderful place for learning' while another spoke for many when she said 'I can't praise it enough'.
- The school works hard to share their good practice with other providers. As the lead school in the Scarborough Teaching Alliance, this is now a significant commitment. Leaders are very excited by this development but are being very careful to ensure their very high standards are maintained.
- Policies and procedures to ensure children are safe and protected in school are extremely thorough and reviewed regularly.
- The local authority offers the school light touch support and is closely involved in sharing the school's expertise across the early years sector.
- **The governance of the school:**
 - Governors know the school very well and appreciate its many excellent qualities. They have worked tirelessly with the headteacher to enable the school to achieve its status as a teaching school. They have a detailed knowledge of teaching and are fully involved in checking and developing practice. They have a very good understanding of how well children achieve and are not afraid to ask challenging questions about performance and data.
 - Governors have an excellent understanding of the statutory aspects of their role and ensure that these responsibilities are met. Robust financial management is in place. As part of this they are proactive in ensuring staff have met targets before they receive financial rewards.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of children is outstanding.
- The nursery places a tremendous emphasis on children developing the characteristics needed for learning.

As a result, children have high levels of enthusiasm and a love of learning. They are highly motivated, very independent and think for themselves.

- Staff are extremely consistent in how they work. Routines are established quickly. Everyone has very high expectations of children's behaviour. Skilled support helps the youngest children as they settle into nursery. Minor incidents, which inevitably occur when children are still learning to be part of a group, are sorted quickly and calmly.
- Children learn to be part of a group and to take care of the environment and each other. This aspect of their development is supported admirably by their familiarity with daily routines. Parents believe their children are cared for very well in school and that behaviour is managed exceptionally well. They are confident their children are safe.

Safety

- The school's work to keep children safe and secure is outstanding.
- Relationships are exceptional. Children share a smile with, and have complete trust in, their 'special person'. These relationships are carefully fostered from the start and give children the emotional security to explore Nursery to the full and grow into confident young learners.
- The school is housed in a big old building with several small rooms and staircases to be negotiated. Everything is carefully assessed and made as safe as possible. Children quickly learn what they have to do and when to take particular care. They are very aware of how to keep themselves safe.
- Children visit the beach regularly. These visits are planned carefully and include a high number of adults so that children can enjoy the wonderful experiences and make many discoveries while staying safe.
- Attendance is good. Most children arrive promptly and come to nursery every day except when ill. Any absence is followed up quickly.

The quality of teaching is outstanding

- Teaching is outstanding and a significant strength of the school. Over time, children have an exciting range of experiences that actively contribute to their high levels of achievement. Interesting and innovative elements in teaching demonstrate real flair. These engage and motivate children, leading to fantastic levels of concentration and involvement.
- The curriculum has been designed to enable children to learn effectively. Everything is skilfully shaped to support them in becoming active learners. Opportunities to play and explore are guided sensitively by knowledgeable adults who understand how children learn.
- Adults give children clear explanations and ask questions that provoke their thinking. They are very skilled at giving children time to think and to test out their ideas. Teaching is highly skilled and learning is rapid. For example, a child was shown how to use a firemen's pole in the outdoor area, tried it by herself and, within minutes, was showing another child how to do it.
- Teaching of early reading, writing and mathematical skills is extremely well integrated into the activities available for children. Children are used to planning constructions on whiteboards. Children find and read letters and numbers which are hidden in the cornflour slime. An outdoor obstacle course includes numbered tiles. This results in children learning these skills as they play.
- Children learn story, songs and language games in group sessions. All children work directly with their special person in 'island time' allowing for very precisely targeted work. Younger children work with just a few of their peers at a time. Those who need it have opportunities to join with the two year olds for play sessions using everyday objects or 'light and sound' toys.
- The indoor learning environment is rich and varied. Children have really exciting opportunities to build or to participate in imaginative play. The messy room provides a myriad of creative possibilities. Opportunities for using technology are currently very limited. The school has recently purchased tablet computers but they are not yet integrated into everyday practice.
- The outdoor area is special. There are all sorts of hidden corners and special places for children to explore. It has been expertly planned to meet the needs of all children and to promote learning across the whole curriculum.
- Teaching is underpinned by a detailed overview of the curriculum, which makes sure children have the full range of learning opportunities. Children's current interests are noted on a 'learning adventures' wall and then staff thoughtfully plan activities to build on these.
- Children's learning is meticulously documented in learning stories and in the innovative 'It's good to be me books'. The latter focus on progress in personal development and well-being. Parents are involved fully

and contribute regularly. These are then used to supplement the more usual data and give feeder schools an excellent and very full picture of children's achievements in nursery.

The achievement of pupils is outstanding

- Most children enter Nursery with skills below those typical for their age group although some are at typical levels. Progress is rapid and by the time they leave Nursery most children are at the typical level for their age and about half are above that. This represents outstanding progress.
- When children start Nursery, they are carefully assessed with parents actively contributing to the process. For those who need extra help, it is quickly put into place. Usually this is working in small groups to promote either personal development and well-being or language skills.
- The progress of all children is tracked carefully. As well as assessing progress against typical development for their age, detailed records are kept about how children approach learning and how their ability to concentrate and become involved in activities is developing. This gives staff a better idea of who is progressing well and who may need extra help for a while.
- Personal and social development are very strong in the Nursery. This is because of the emphasis on well-being and learning skills. Children also do extremely well in developing their creativity. They do less well in technology, which is directly related to the limited opportunities currently available to them.
- Children quickly develop early reading, writing and mathematical skills. Their achievements in early reading and writing improved noticeably in 2014 because of the work done to enhance staff skills in developing these areas.
- Disabled children or those with special educational needs make very strong progress from their starting points. This is because of the strength of their relationships with those who work with them and the carefully thought through support activities in which they participate.
- Leaders have thought hard about how to encourage boys to become readers and writers. Boys and girls make regular use of whiteboards to plan work. They make the most of daily opportunities to read and write in context throughout the Nursery. As a result, there is little difference in the attainment of boys and girls when they move on to Reception Year.
- Children who enter the Nursery at an early stage of learning English make excellent progress. By the time they leave, they are working at a level that is typical or close to typical for their age.
- Challenge for able children is high. They are encouraged to solve problems and develop their own learning projects.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121267
Local authority	North Yorkshire
Inspection number	449532

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	92
Appropriate authority	The governing body
Chair	Kevin Wardell
Headteacher	Jane Pepper
Date of previous school inspection	19 June 2012
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