

# Beverley Manor Nursery School

Manor Road, Beverley, HU17 7BT

**Inspection dates** 17–18 March 2015

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
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.

- The headteacher's strong leadership and the high quality teaching evident throughout the nursery have led to outstanding achievement for all children.
- Leaders and managers are continually making improvements. The effective collaboration with the partner nursery has been swiftly established. This has helped maintain and improve the excellent practice seen in previous inspections.
- Teamwork is excellent. The dedicated staff work together extremely well. They make sure that learning is taking place all of the time and no opportunity is missed.
- The school provides a warm welcome to children and families. Strong relationships between children, staff and parents enable children to settle into learning quickly.
- Parents and carers support the school strongly and back it wholeheartedly. Parents are unanimously supportive of the work of the nursery. They really appreciate how well staff know and understand their children.
- Achievement is outstanding. All children make outstanding progress in their learning.
- Children are well prepared for the next stage in their education, and leave nursery ready for the Reception Year. The nursery supports parents highly effectively through the transition arrangements.
- Day-to-day assessment of children's learning is outstanding. As a result, adults know exactly what each child needs to learn and they plan fun activities to make sure they get the best out of every child.
- Disabled children and those with special educational needs are effectively included in all activities. They achieve extremely well because the school works exceptionally closely with families and external agencies to keep a close check on their specific needs and progress.
- Children swiftly learn tolerance and respect for one another. They learn to consider the needs of others. Staff frequently help them to celebrate cultural diversity. This means that these very young children begin to develop those values that prepare them for life in modern Britain.
- Behaviour is exemplary. Children like learning and really enjoy their time in the nursery. Their attendance is high. They feel completely safe, settling quickly into the day-to-day routines.
- Children maintain high levels of concentration and perseverance in all areas of the nursery. However, there are times when the outdoor area is not used to best effect to promote the children's understanding of the world.
- Governors support the school effectively. They are well informed about the school's strengths and priorities for further improvement and ensure the school gives excellent value for money. They work closely with leaders to ensure that the quality of teaching and children's achievement are outstanding.

## Information about this inspection

- The inspector observed several sessions across the school, including two jointly with the headteacher and the assistant headteacher.
- Meetings were held with the headteacher and the assistant headteacher, the governors, a representative from the local authority and staff.
- The inspector looked at a number of documents, including the school improvement plan, the school's own review of its performance, and data on children's progress and planning records. He also checked records of the work of the governing body, reports on teaching, and documentation relating to behaviour and safeguarding.
- The inspector looked at a sample of children's work and focused in detail on the learning experiences of different groups of children.
- The responses of 21 parents to the Ofsted online questionnaire, Parent View, were scrutinised. In addition, the inspector spoke with 14 parents, and took into account notes from parents and the outcome of the school's own parental survey.
- The inspector took into account the views expressed by the staff in the 17 questionnaires they returned.

## Inspection team

Geoffrey Dorrity, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Since April 2014, the school has worked in collaboration with Hedon Nursery School. This means the nurseries share a headteacher but retain their own governance.
- There are 118 children on roll and they attend part time.
- The very large majority of children are White British.
- There are no children in the early stages of learning English as an additional language.
- The proportion of disabled children and those who have special educational needs is below average for this type of school.
- The nursery is a core school in the Eriding Teaching Alliance.
- Since the last inspection the nursery has appointed the executive headteacher, an assistant headteacher and a teacher with responsibility for special educational needs.

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

- To further improve the children's understanding of the world by making full use of the outdoor area.

## Inspection judgements

### The leadership and management are outstanding

- The executive headteacher demonstrates high standards and ambition for the children and staff at the school. As a result, teaching, behaviour and achievement are outstanding. The experienced and determined leadership team has strengthened the high standards seen at the last inspection. This is particularly evident in deepening the staff's use and analysis of assessment.
- The staff fully back the senior leadership team, as shown in the overwhelmingly positive responses to the staff survey. Their relentless insistence on the importance of building stimulating learning experiences based on children's individual interests means that the school continues to provide an outstanding education for all its children, including those who are disabled and have special educational needs. The recent collaborative model of working is benefiting all staff and the children through the effective sharing of ideas and practice.
- The school's procedures for gaining an accurate view of its performance are thorough, including those to check on the quality of teaching. Leaders check the staff's performance regularly and give support if it is needed. Staff have excellent opportunities to attend additional training. This helps them to develop their practice and become even better at helping children to achieve to the very best of their ability. The impact of this is seen particularly in the exceptional skills staff have in observing children's learning, planning for their future progress, and in the inclusion of children who are disabled or who have additional needs.
- Equality and fairness underpin the work of the school. All children have their needs considered and planned for effectively. No discrimination is tolerated. Children know right from wrong and know that the rules are there to make sure that everyone is safe and happy. They have made photograph books to show they understand what the consequences of different behaviours may be. They are very aware of the needs of others, and help one another, without prompting, to ensure that all are included in activities.
- Leaders ensure that children learn about life in modern Britain and that they are respectful and tolerant of others. Children develop a good understanding of different faiths and ethnic groups. For example, they participate in the celebration of Diwali or Chinese New Year, when parents come in and talk about their different cultural backgrounds.
- Middle leaders are highly effective in evaluating children's progress from the time they enter school to the time that they leave. They check the progress of all key groups of children, including boys, girls, the most able and those who need extra support in learning. Such vigilance ensures that all groups make excellent progress. The high quality, individual learning plans they have developed for children with disabilities or those who have additional needs ensure that each child has an equal chance to succeed.
- The activities offered to the children are exciting and wide ranging. Staff plan activities to teach a number of skills and to provide the right amount of challenge for all abilities. This gives children an excellent grounding in the basic skills they need to learn, in order to be ready for the next stage of schooling.
- Relationships with parents are strong. There are daily opportunities for parents to have a word with their child's worker. Parents comment how staff always take the time to tell them of anything new their child has done. Parents are involved very successfully and are true partners in their child's learning through the TASC (Together Adults Sharing with Children) activity. Families say how much they enjoy carrying tasks out together and the excellent insight they acquire as to how their children are learning and progressing.
- The nursery ensures all safeguarding requirements are met in full. Parents appreciate why they cannot freely access the building, and feel confident that their children are safe when they are in the nursery. Teaching about safety is effective and means that children have a clear understanding of how to keep themselves and others safe at all times. The school makes full use of extra activities to promote this. For example, during the inspection a group of children visited the local fire station to learn about fire safety.
- The local authority provides effective, light-touch support for this outstanding school. For example, the local authority has supported the school in checking the performance of the headteacher across both the schools in the collaboration, and delivers training for staff when requested.
- **The governance of the school:**
  - Governors are effective, enthusiastic and highly committed to the nursery. They have ensured the stability of the nursery through a period of some turbulence and have now effectively established a collaborative working relationship with a partner nursery. They are fully involved in its activities, and encourage parents and carers to become involved. They see the work of the school for themselves. Governors have access to a relevant range of skills, knowledge and expertise, which they use to very good effect. Their knowledge of financial management, data analysis and curriculum development ensures that the nursery is effectively and sufficiently resourced. They have a very good understanding of the quality of teaching and know how well the children are learning. Minutes of meetings show that

they are ready to question leaders to ensure that the school's work continues to improve. They seek advice when setting objectives for the headteacher and are well informed about the quality of teaching and how the performance of staff is checked. There are policies in place that explain how performance is rewarded and governors do not shy away from addressing any underperformance.

## **The behaviour and safety of pupils** are outstanding

### **Behaviour**

- The behaviour of children is outstanding. Children arrive eagerly for each session and immediately get involved in activities. Children quickly learn to cooperate and share. They are beginning to work together well in pairs and small groups and are very keen to learn new things.
- Children are always engaged in activities because they are interesting, challenging, imaginative and fun.
- Children keenly take on responsibilities to support the day-to-day running of the nursery, for example, pouring the milk for their group or taking the register to the office. They show great awareness of the needs of others and help them out to ensure they can join in activities.
- They know to put on warm coats before going outside in cold weather, and are able to do this independently.
- All children know the routines of the day and they move calmly and confidently from one activity to another. Children know the rules of the nursery and take responsibility for putting these into practice. For example, very occasionally a child may run inside, another will instantly show them the 'don't run' symbol to remind them and they stop.
- The vast majority attend every day because they enjoy it so much and their parents know they are learning and developing all of the time.

### **Safety**

- The school's work to keep children safe and secure is outstanding. Children move very sensibly around the building and outdoor area. Through the range of adventurous activities outdoors they demonstrate that they understand how to keep themselves safe and to manage risk, for example, when building with and balancing on plastic crates.
- Staff and managers ensure that the buildings and outdoor areas are very safe and secure. They carry out risk assessments every day to make sure that there are no hazards for children. Leaders check that any possible risks have been carefully considered and taken into account when arranging trips or visits.
- Children feel safe and demonstrate this through their confidence and excellent relationships with all the adults in school. Their parents agree and typically comment on how well the staff care for the children and how reassuring this is for them.
- Arrangements for personal care ensure dignity is preserved and children are safeguarded and protected at all times.

## **The quality of teaching** is outstanding

- Teaching is consistently outstanding and has been so over time. All staff have an excellent understanding of how young children learn and use this to provide the very best of experiences for children of all ability, including those who are disabled or have special educational needs.
- Adults' knowledge of the needs of each individual child is accurately based on highly skilled, careful observations and the continuous tracking of their progress. This means that children of all abilities, including those who are more able, receive the correct type of support that they need to make outstanding progress.
- Staff use questions especially well to encourage children to think deeply and to extend their vocabulary. When closely observing daffodils children were challenged to describe more than one aspect of the stalk of the flower. They then were set the task of mixing powder paint to make the correct shade of green. They experimented until they found the right colour combination.
- Adults develop children's mathematical skills and understanding through a range of exciting activities. For example, in one activity children became 'Shape Detectives' seeking out different shapes in the environment. The more able were set the additional problem of identifying and describing aspects such as the differences between a square and a rectangle. They recorded their findings on a tally chart. They then counted to see how many of each shape they had found, and which was the most common. Through this

they developed their knowledge of shape. They used number and counting for a purpose, and developed an understanding of the comparative vocabulary of 'more than' and 'less than', in a fun activity.

- At snack times staff regularly set the children problems, such as whether there are enough mugs for everyone to have their milk. In developing the children's mastery of mathematics, staff skilfully move from the practical counting of the children and the mugs to representing the problem in symbols on a whiteboard.
- Staff are constantly taking opportunities to develop children's understanding and vocabulary. For example, when cutting open an orange, children are asked to describe what it looks like. When one child offers that it looks like a grapefruit, the adult responds by discussing these similarities and how the fruits belong to the same citrus family.
- Staff take every opportunity during everyday activities to teach phonics, the sounds letters make. In small-group activities this is more formally taught in a structured but fun way. During the inspection a group were observed learning initial sounds through playing 'I Spy', using a magnifying glass. The teacher used the children's enthusiasm in identifying initial sounds to challenge them to find the same letter and sound in other words. The more able were further stretched to 'spy' for the sounds at the ends of words, with others recognising rhyme.
- The staff promote early reading skills widely. Children follow photo sequences and know that symbols and labels around the nursery carry meaning. They are helped to retell and write their favourite stories. The development of manipulative skills, needed for early handwriting, are effectively developed through the regular 'Playdough Discos'.
- Parents are successfully involved in their children's learning. They complete the weekly 'TASC' and fill in a written dialogue with the nursery about what their child has learned through the activity. Parents are welcomed on 'Join In' days to work alongside their child, further enhancing understanding of how young children learn. Parents comment very positively about how they can informally chat to staff at any time. They find their children's 'Learning Journeys' very useful to see how well their children are doing, alongside the more formal information exchange at parent evenings. They are more than happy with the progress their children make during their time in the nursery.
- Children who are disabled and those with special educational needs are sensitively supported. Individual needs are planned for extremely well. A sensory studio provides gentle stimulation and quiet space indoors for those who need such activity.

### The achievement of pupils

### is outstanding

- Most children enter the nursery with basic skills that are typical for their age. However, some skills are less well developed especially in relation to literacy and some elements of their personal and social development. By the time they move on to primary school, all children are working securely at levels typical for their age and an increasing majority of children are exceeding them.
- Progress is outstanding because staff make sure that no learning opportunity is wasted and children can quickly move on and learn new skills. The gap between boys' and girls' performance rapidly narrows in their time at nursery. It virtually closes for the majority.
- The most able children do extremely well and make excellent progress in their learning. This is because adults plan to make sure that these children are given more advanced challenges during activities.
- Progress in personal and social skills is particularly swift because staff show children how to listen carefully and encourage them to regularly express their preferences and routinely offer their opinions. Children learn how to deal with situations where they have to take turns. They understand that not everyone has the same needs and offer their support and help to one another. Parents comment very favourably on the progress their children make, how they quickly learn to share toys and equipment at home, and socialise with their friends.
- Although the outdoor area is well resourced, it is underused at times. This means that children's achievement in developing their knowledge and understanding of the world is not as strong as it could be.
- Disabled children and those who have special educational needs do exceptionally well because the nursery acts quickly to identify their needs and to set up appropriate support for them. Staff are extremely knowledgeable about how to adapt activities to meet these children's needs so that they are always included. Their parents are closely involved in planning for their child. Specialist advice is brought in when necessary and any support is quickly amended as necessary. As a result, these children learn extremely well and catch up with their friends.

## 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.
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## School details

<b>Unique reference number</b>	117698
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	449531

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

<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Clark
<b>Headteacher</b>	Mrs K Hunter
<b>Date of previous school inspection</b>	12 March 2012
<b>Telephone number</b>	01482 882631
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