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Mrs Karen Hunter
Executive headteacher
Beverley Manor Nursery School
Manor Road
Beverley
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Dear Mrs Hunter

Short inspection of Beverley Manor Nursery School

Following my visit to the school on 13 February 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in March 2015.

This school continues to be outstanding.

The leadership team has maintained the outstanding quality of education in the school since the last inspection. You and your assistant headteacher lead this school exceedingly well. You have developed a highly skilled team of early years practitioners. Teachers' and nursery assistants' enthusiasm and skills in helping children learn in a rich and well-planned environment are evident. You have a passionate and highly capable team of governors.

Children are very happy at your nursery. They come in eagerly, and quickly settle into the established routines. Any worries about leaving parents and carers are banished as children quickly become engrossed in the exciting and caring environment. Children make excellent progress as the activities are so interesting, well planned and focused on learning outcomes. Parents are overwhelmingly positive about everything the school does for their child. Parents who responded to the Ofsted parent text facility commented that this is 'an exemplary nursery', and 'an excellent nursery which nurtures the children and provides them with a wide range of positive learning experiences'.

You have ensured that the school has continued to improve since the last inspection. The last inspection identified that children's learning in the outside environment could be better. Children's learning in this area is now excellent. This inspection identified that although children do learn about other cultures and religions, planning for this area of learning is not rigorous.

Safeguarding is effective.

You have ensured that you and your staff are trained well in all aspects of safeguarding to make sure that this is a safe place for children to be. An annual safeguarding audit and termly reviews of safeguarding by the designated safeguarding lead ensure that safeguarding processes are fit for purpose. The school's work with other professionals is good and records kept are extremely thorough. Children are educated well about how to keep themselves safe; for example, they know why they need to wear high-visibility jackets when taking part in traffic surveys close to the main road.

Inspection findings

- Teaching in the school is excellent. Teachers and nursery assistants are highly knowledgeable about the developmental needs of children of this age. They use that knowledge to plan activities so that children learn at a rapid pace. Teachers' interaction with children is excellent. They play alongside them knowing exactly when to intervene and when to leave children to work things out for themselves. For example, children outside mixing 'cement' to make a brick wall received timely intervention from the teacher encouraging them to work together and to consider how much water to pour into the 'cement mixer'. Teachers extend the children's vocabulary constantly throughout the day, for example by using words such as 'axle' when children were making vehicles. Children's independent skills are promoted extremely well. When children are putting on their coats they are always encouraged, as the teachers and assistants say, to 'have a try' and when asked, they know why we need to hang our coats up on hooks and put our hats and gloves in our sleeves. Morning routines at registration time help children quickly settle into school, as well as promoting excellent learning. In this short registration period no learning time is lost as counting skills, number recognition, phonics skills and writing skills are reinforced.
- The monitoring of teaching and learning is thorough. You regularly work alongside your teaching staff evaluating the quality of their skills. You follow up these observations with discussions and the opportunity for teachers to reflect on their teaching and the comments you have made. All the staff who responded to the Ofsted questionnaire responded positively and commented that, 'All staff are valued.'
- Teachers plan well for every aspect of the children's learning and regularly consider individual interests as they arise. Teachers are good at taking advantage of opportunities for learning about different cultures and religions when they spontaneously arise, for example when a child visits another country or celebrates a religious festival. Children also learn about different countries, such as through tasting different foods. However, the teachers' planning for the children's learning about different religions and cultures is not as rigorous as other areas of learning.
- Teachers are very good at working with other professionals and with parents to ensure that children's individual needs are met. Parents are acknowledged as being an essential contributor to their child's care and education. Therefore,

communication with parents is seen as a priority and begins prior to children starting the school to ensure that individual needs are met straight away. If children have special educational needs and/or disabilities, then the opinions of other appropriate professionals are sought so that specific needs are met. All of the parents who responded to the Ofsted questionnaire responded positively. All of the respondents would recommend this nursery to other parents. Parents wrote comments such as, 'The teachers are all very helpful, they put a tremendous amount of effort into making the nursery a welcoming environment and engage positively with the children on all levels.'

- Governors are well informed by the headteacher about every aspect of the school. They are dedicated to ensuring that this nursery gives children the best care and education possible. They support the school leaders well and are good at challenging the information they receive. Their dedication and enthusiasm means that, occasionally, judgements they make are not as well informed as they could be. Sometimes judgements are based on their own or anecdotal experiences. Governors know they need to ensure that they are clear about their roles and responsibilities so that while working in partnership with the headteacher, they can challenge and support the school even more rigorously.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- governors are very clear about their roles and responsibilities so that they are even better able to support and challenge the school appropriately
- teachers' planning more carefully considers how children will learn about different religions and cultures.

I am copying this letter to the chair of the governing body and the regional schools commissioner and the director of children's services for the East Riding of Yorkshire. This letter will be published on the Ofsted website.

Yours sincerely

Jo Sharpe
Her Majesty's Inspector

Information about the inspection

The inspection was carried out over one day by one of Her Majesty's Inspectors. The inspector observed children learning at different times of the school day, in both child-initiated and adult-led activities. The inspector observed children's behaviour and spoke to children throughout the day. The inspector studied a range of documentation, including children's records of achievement, teachers' planning, safeguarding records, policies and school information on progress. The inspector met with members of the governing body, including the chair and the vice-chair.

She spoke to members of staff and a representative of the local authority. Twenty-seven parents responded to the Ofsted Parent View online text facility. Twenty-seven parents responded to Ofsted's online questionnaire. Fourteen members of staff responded to Ofsted's online questionnaire. All of these opinions were considered.