

Basnett Street Nursery School

Basnett Street, Burnley, Lancashire, BB10 3ES

Inspection dates 13–14 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Basnett Street Nursery is a wonderful place for children to learn. All children are valued for their individuality and thrive during their time at the nursery.
- The headteacher's leadership is inspirational. She is ably supported by a well-qualified and dedicated staff team who work relentlessly to ensure that all children get the best possible start to their education.
- Children make excellent progress and achieve very well in relation to their starting points. This is due, in part, to the quality of teaching, which, overall, is outstanding and rarely less than good, as a result of excellent leadership.
- The quality of the learning environment is breathtaking and contributes significantly to children's enjoyment and achievement.
- All staff have high expectations of the children whose progress is very closely monitored. As a result, activities provided are stimulating, fun and linked securely to their interests.
- Parents are highly positive about all aspects of the school's work. As one parent stated, 'The progress my child has made in 12 months is unbelievable'.
- Parents are very actively involved in their children's learning. However, the school has yet to persuade a small number of parents to contribute to their children's learning journeys.
- The school has created a high-quality website. However, the school does not routinely promote the website. As a result, parents are not aware of it or do not access it. In addition, because most of the information is only in English, it is not accessible to those who speak English as an additional language.
- Children feel very safe and behave exceptionally well. Parents are in full agreement that behaviour is very good.
- The nursery receives very good support from the governing body. The governors' dedicated work and enthusiasm contribute to the success of the nursery.

Information about this inspection

- The inspector observed a varied range of nursery activities, including children when they were involved in play opportunities they had chosen themselves, and also when they were involved in small group sessions led by teachers. The inspector also conducted two joint observations with the head teacher.
- The inspector spent time reading with individual children.
- Meetings were held with the headteacher, members of staff and a group of parents. The inspector also talked to parents when they dropped their children off at the nursery. The inspector met with three members of the governing body and held a telephone call with a representative from the local authority.
- The inspector reviewed 12 responses to the online questionnaire (Parent View) and considered 10 questionnaires completed by staff.
- The inspector looked at a number of documents including the school development plan, documents relating to safeguarding, behaviour and safety, and data on children's progress. The inspector scrutinised children's 'learning journeys'. These are records of their achievements during their time at the nursery school. Attendance figures were also considered.

Inspection team

Sheila Iwaskow, Lead inspector

Full report

Information about this school

- This is an average-sized nursery school. It is staffed by three teachers and six qualified teaching assistants.
- The nursery school provides 80 part-time places for children in morning and afternoon sessions.
- The children are predominately from White British, Pakistani and Bangladeshi heritage. A significant number of children speak English as an additional language.
- The proportion of children supported at Early Years Action Plus is slightly above the national average. There is currently one child on roll with a statement of special educational needs.
- Extended care at lunchtime and day care are provided by the Chatterbox Club. This provision is subject to a separate inspection and the latest report can be viewed on the Ofsted website at www.ofsted.gov.uk
- The nursery school has close links with neighbouring primary schools and children's centres.
- The nursery school has gained the following awards: Race Equality Mark, I CAN accreditation (a programme to develop children's speaking and listening skills) and Healthy School status.
- A new Chair of the Governing Body has been appointed since the last inspection.

What does the school need to do to improve further?

- Consolidate the existing good partnership with parents by:
 - enabling an even greater number of parents to take a more active part in their children's learning by encouraging more of them to contribute to their children's 'learning journeys'
 - implementing procedures to make more parents aware of the school's website and, over time, make the information more accessible to those who have English as an additional language.

Inspection judgements

The achievement of pupils

is outstanding

- In recent years children have started at the nursery with skills that are well below those typically expected for their age. As a result of high-quality teaching, children make excellent progress and leave the nursery with skills that are much closer to expected levels for their age group. Children are very confident and keen to learn.
- Over the last two years the progress and achievement of children who speak English as an additional language have improved rapidly. This is partly due to the support and dedication of two bilingual teaching assistants who have been appointed to work with this group of children.
- Similarly, very good progress is also made by disabled children and those who have special educational needs. They achieve well because of timely interventions and high-quality support from staff and other professionals that is put in place to help them succeed.
- Children are encouraged to do things for themselves and, as a result, are highly independent. For example, the onus is on the children to tidy up at various points during the session. When playing outside, children show great perseverance in putting on their waterproof coats, jackets and wellingtons.
- Children's speaking and listening skills are developing very well. Children chat happily in their home language and confidently switch to speaking English. Conversation flows freely as children play. Staff are highly skilled in giving children time to respond to the questions they ask and to extend their language.
- Great importance is placed on developing children's love of reading. A wide variety of books, including dual-language books, are displayed around the nursery. Children hold books correctly and talk confidently about what they see in the pictures. Some children also know that print carries meaning. Book terminology such as 'author' and 'illustrator' are used routinely throughout the day and at group story times. Children also take books home from the nursery library to share with their parents.
- The teaching of letters and sounds (phonics) is well embedded in the school's work. Such good practice gives children the skills to sound out unknown words as they get older.
- Children are learning to write and have lots of fun making marks with a wide range of interesting materials, such as brushes and sponges. Staff pay particularly close attention to ensure that children develop their fine motor skills so they are able to hold pencils and pens correctly.
- Mathematical concepts are very well promoted as part of the daily routine. For example, children enjoy playing number games with staff, singing number songs, identifying shapes and counting the number of children that are present when the register is taken.
- Many wonderful opportunities are available for children to develop their problem-solving skills. For example, when playing outdoors children were asked to work out what they would have to do to remove paint from the plastic mat. Children shouted out with delight, 'Get water from the stream'. They then had lots of fun using buckets to collect water from the stream to clean the mat.
- The majority of parents overwhelmingly agree that their children achieve well at this nursery school.

The quality of teaching

is outstanding

- The quality of teaching has improved greatly since the last inspection. Parents are in agreement that their children are taught very well and inspection evidence confirms this.
- Staff are well-qualified and work exceptionally well as a team. They have a secure understanding of the principles of early years education and of the importance of learning through play.
- The curriculum is exceptionally well planned and linked to the interests of the children. Staff share information about children's progress regularly, so that planning for learning is based

securely on what children need to learn next. Activities are very well matched to the needs of each child. Such attention to detail is what drives the excellent progress that children make.

- Children's learning journeys give a very detailed account of the outstanding progress that they are making during their time at the nursery. However, a few parents do not yet contribute to their child's learning journey, which prevents them from being fully involved in their children's learning.
- The quality of the learning environment, both indoors and outside, is a great strength of the nursery. The outdoor area is exceptionally well designed and children relish the time they spend outside. They become totally engrossed as they use fishing nets in the stream and wash clothes using soap and a scrubbing board. Others giggle with delight as they take their dolls for a walk through the 'Night Garden' and girls concentrate well when they use the spirit level in the builder's yard whilst building their house.
- Children have just as much fun inside as they do outdoors. Dressing up as pop stars, playing musical instruments and developing their computer skills using tablet computers are popular activities. Displays are interactive and resources are of very good quality. They are clearly labelled in dual languages, allowing children to make independent choices about their play.
- Staff have very high expectations of the children and questions are used very effectively to monitor children's progress, push children's learning forward and deepen their understanding.
- Arrangements to settle new children into the nursery are exceptionally well planned and parents clearly appreciate the 'home visit' they receive from their child's key person just before their child starts at the nursery.

The behaviour and safety of pupils are outstanding

- Children are polite, well-mannered and behave exceptionally well. As they play children share, cooperate and take turns. Squabbles are rare because children are busy and totally engrossed in their play.
- Children have formed trusting relationships with staff. They feel very safe and know they will be well looked after by staff if they are upset.
- Children show kindness to each other and make visitors to the setting feel welcome. Even at this young age, children have a very good awareness of right and wrong and the standards of behaviour that are expected of them.
- Innovative measures have been put in place to deal with families for whom their children's regular attendance is a problem. For example, on the first day of absence the family receives a call from the school and text messages are sent if absences persist. Certificates are given at the end of the week for those who have had good attendance. Weekly attendance figures are displayed on the parents' notice board and put on Facebook. Finally, if families take an extended holiday during term time, for more than four weeks, the child forfeits their place at the nursery. As a result of these measures, attendance rates have greatly improved.
- Transition arrangements are very effective. For example, Reception class teachers visit the nursery to meet the children who will be attending their school. Children also visit their new school with their key person.

The leadership and management are outstanding

- The headteacher is relentless in her drive for excellence. As result, the school is exceptionally well led and managed. She is very well supported by other teachers, practitioners and the manager from Chatterbox, who is also a member of the senior leadership team and of the governing body.
- Staff morale is very high and staff questionnaires show that staff are very proud to be working at the nursery.
- The school's view of its own performance is highly accurate. Senior leaders have a detailed

knowledge of the nursery's strengths and areas for improvement. Any weaknesses identified are dealt with very quickly and effectively.

- Arrangements for checking on the quality of teaching are robust. Training needs are very quickly identified and there is a strong commitment to ongoing professional development to ensure that staff members' skills are continually updated and improved. Teachers' pay is securely linked to the progress that children are making.
- The headteacher and staff have a very detailed picture of every child's progress. The headteacher meets with teachers and staff regularly to review children's targets. Timely interventions are put in place to address any underachievement.
- The school development plan is sharply focused and identifies well-chosen actions to build on the current success of the nursery.
- The nursery's outstanding effectiveness is underpinned by a curriculum that provides many wonderful additional activities to enrich children's experiences. For example, they help raise money for different charities, learn to play musical instruments from South America and visit local churches and mosques. Such good practice successfully promotes equality of opportunity.
- Very close links have been established with two local children's centres and, when necessary, referrals are made by the nursery to support parents in times of need.
- The nursery works well in partnership with parents. Staff encourage parents to come into the nursery and offer them valuable advice on how to develop their child's learning at home. For example, parents come into the nursery and read to children in their home language. In turn, the nursery provides training for parents to help them develop their child's reading and awareness of letters and sounds at home.
- The school website contains a wealth of information for parents. However, although many parents are aware of, and access, the school's page on Facebook, not many know about or access the website. In addition, much of the information on the website is not accessible to those who speak English as an additional language.
- Safeguarding arrangements meet requirements.
- The local authority provides 'light touch' support to this outstanding nursery. It also uses the nursery as an exemplar of good practice for other nursery schools.
- **The governance of the school:**
 - Governors are well informed about the work of the school and are very supportive of staff. They have a secure understanding of the school's strengths and priorities for development. The headteacher ensures that governors are very well informed about the progress of all groups of children in the nursery. Governors attend regular training enabling them to fulfil their roles and responsibilities. They contribute to managing the performance of staff and are heavily involved in setting targets for the headteacher. Statutory safeguarding duties are carried out effectively and the budget is well managed.

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	119101
Local authority	Lancashire
Inspection number	401811

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Alison Fisher
Headteacher	Lindsay Ingham
Date of previous school inspection	2 December 2009
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