

Bushy Leaze Early Years Centre

Eastbrook Road, Alton, Hampshire, GU34 2DR

Inspection dates 18–19 September 2012

Overall effectiveness	Previous inspection:	Outstanding	1
	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

- Children love coming to Bushy Leaze Nursery. They arrive happily to their sessions and eagerly check to see what exciting activities are available.
- Extremely strong relationships with parents and carers are fostered through the very welcoming ethos that the school provides.
- Children of all abilities, including disabled children and those with special educational needs, achieve exceptionally well, often from low starting points.
- Teaching is outstanding and as a result children make rapid and sustained progress during their time at the nursery.
- Teachers plan exciting activities for children, resulting in an excellent curriculum. Children’s achievements are regularly assessed and their improvements are noted on a daily basis.
- Children behave exceptionally well. They take part with enthusiasm in group stories, joyfully using simple actions to support their rhymes and songs.
- High-quality leadership and management ensure that the school runs smoothly on a daily basis. Leaders have maintained the high quality of teaching through exceptional performance management linked to regular training opportunities.
- The headteacher has a very clear and ambitious vision for the school. She is ably supported by other senior staff and together they have created a caring and supportive ethos in which all children flourish.
- Through their highly efficient planning and careful controls, the governing body ensures the best possible use of the money available. This enables excellent training and deployment of staff.

Information about this inspection

- The inspector observed 10 sessions of learning, visiting all three classrooms jointly with the headteacher during the inspection. In addition, the inspector made a number of other short visits to different indoor and outdoor sessions.
- Meetings were held with the headteacher, senior and middle leaders, the chair of the governing body's finance committee, other staff, the children's centre manager, the school business manager and several parents and carers. The inspector also spoke to a number of children.
- The inspector observed the school's work, and looked at a variety of documents, including the school's own data on children's attainment on entry, past progress, planning and monitoring documents, safeguarding information and children's achievements.
- The inspector took account of the seven responses to the on-line Parent View survey and questionnaires from staff members.

Inspection team

Denise Morris, Lead inspector

Additional inspector

Full report

Information about this school

- This is a small nursery school which is co-located with a children's centre catering for children and their parents and carers in East Hampshire.
- Half of the places are allocated to disabled children or those with special educational needs from across East Hampshire.
- The school is inclusive and all children play and learn together in three class bases.
- A very few children are from minority ethnic groups, mainly Polish or Filipino.
- A very few children are not yet three because the nursery takes a small number of children who are disabled or have special educational needs who are funded by the local authority.
- There are close links with the children's centre which offers a range of other services to families with children from pre-birth to five, but these were not part of this inspection.

What does the school need to do to improve further?

- Increase provision and planning to promote children's awareness of the different cultures in Britain and particularly to celebrate the cultures of all the children in the nursery by:
 - ensuring that planned opportunities to learn about different cultures are a regular part of children's learning
 - providing a greater range of different cultural resources, stories and books for children to explore.

Inspection judgements

The achievement of pupils is outstanding

- All groups of children, including those whose circumstances make them potentially more vulnerable, make outstanding progress.
- Most children's skills on entry to the nursery are low compared to the levels expected for their age, particularly in communication, language and literacy, personal and social skills and in mathematical development.
- Achievement, including the achievement of disabled children and those with special educational needs, is outstanding. School tracking information shows that all groups achieve exceptionally well. Children quickly settle in the nursery and thrive in its creative and caring environment. They make rapid and sustained progress in all areas of learning.
- A strong focus on improving children's speech and language skills ensures that all children quickly gain the confidence to join in with conversations, answer questions and interact with their peers. In a small group session, for example, children improved their communication skills as they played with telephones. They were holding a 'pretend' conversation with each other and, encouraged by the teacher, they took turns in talking very well asking each other questions and responding.
- Children's success in learning about the world around them is due in part to the exciting learning environment and to the excellent range of curriculum activities. For example, the very popular 'building site' engages boys and girls fully in mixing 'cement' from sand and water, using a 'pulley' to raise water and sand, and building walls with real bricks. Children gleefully wear builders' hats and use real tools safely as they work together to succeed.
- The exciting outdoor area is used very well to foster enjoyment and learning. Recent innovation, for example the introduction of Forest School in the adjoining school grounds, is helping children to learn about the outdoors and develop resilience and teamwork.
- Parents and carers agree that their children make outstanding progress in the nursery. 'It is an amazing nursery,' 'It couldn't be better,' and 'It really helps parents too by providing training courses,' are just a few examples of parents' comments.
- Children develop high-quality personal skills because of the very effective promotion of moral and social development through a wide range of activities. In singing, for example they take turns, join in with actions and signs, and sit eagerly waiting for the next activity and show kindness to those who need more help. There is clear evidence of children experiencing awe and wonder as they play in the willow tunnel, find mini-beasts and look for hidden treasures.
- Opportunities for children to develop their awareness of different cultures, including the cultures of children in the nursery, although developing, are not as strong as in other areas.

The quality of teaching is outstanding

- Inspirational teaching engages children fully in the exciting activities in all areas of the nursery.
- Sessions are very well planned and organised, have excellent pace and some very exciting experiences for children. Routines are well established so that children know what to expect.
- In the very best lessons teachers and practitioners engage all groups of children very well. For example, three boys were making 'letters' to post in the class postbox. One acted as a postman as he filled the bag with letters written earlier. The teacher asked, 'What are you going to do with your letters? Are you delivering them?' The boy responded, 'Yes, they can all have a letter.'
- Children's successes are carefully recorded through photographs and annotations which show that children make much better than expected progress in all their areas of learning.
- Teachers work collaboratively with each other and with other local nurseries, and collaboration with the local schools has improved resources and provided extended opportunities for children, such as their involvement in Forest School.
- Teaching typically enables children to make rapid progress because:

- relationships are very positive
 - resources are of a very good quality and are often realistic
 - planning is closely linked to each child's very specific needs and abilities
 - staff are enthusiastic and supportive, giving lots of encouragement
 - expectations are very high and progress is checked and annotated in every session
 - questioning is a particular strength, extending and promoting children's language as well as their knowledge and reasoning skills.
- All of the parents and carers who responded to the on-line questionnaires rightly agree that their children are taught very well. Sessions have excellent pace and the very high levels of
 - staff expertise ensure that small steps of progress are successfully planned for.

The behaviour and safety of pupils are outstanding

- Children run and skip happily to school for each session. They behave exceptionally well and are full of enthusiasm for learning. They have very positive attitudes to learning and to their peers.
- Children value all staff and often show kindness in the way they help other children to complete tasks or tidy up. For example, they quickly clear away their toys before they settle to their fruit snack. They show clear awareness that fruit is good for them and keeps them healthy.
- Staff manage behaviour well. Children who have difficulties with their emotional and social skills, or because of their special educational needs, make good or better progress in learning and joining in with their peers. This is because of the excellent support and guidance that they receive.
- No evidence of any unkindness or any bullying was seen during the inspection and none is evident in school documentation.
- The calm atmosphere at the nursery promotes positive relationships, turn-taking, sharing and children's excellent spiritual, moral and social development. The way in which children of all abilities are involved in planting and growing vegetables, tidying up and putting toys away shows that they take their responsibilities seriously.
- Safe risk-taking ensures that children learn how to judge what is safe and what is not. For example, children were observed riding bikes very fast around the track. However, when they observed another child or adult in the way, they quickly slowed or stopped to let them pass. They were observed taking safe risks as they used the 'pulley', making sure no other child was nearby.
- Parents and carers rightly say that their children are safe at school. Several parents and carers commented on how their child's behaviour had improved since being in nursery and how much their children love coming to school.

The leadership and management are outstanding

- The headteacher, senior leaders and staff have successfully built on previous outstanding provision and outcomes to extend the exciting and innovative environment in which children thrive and feel valued. They have built capacity through high levels of staff training and by extending the curriculum so that it provides even more challenging and exciting opportunities for children.
- Leadership at all levels is fully involved in promoting improvement. The strong emphasis on supporting individual children ensures that the school enables all children including disabled children and those with special educational needs to overcome barriers to their learning.
- Leaders rigorously apply their beliefs and policies about early education, ensuring an adult is always attached to an activity so that children's language, communication or numeracy skills can be promoted and extended through questions and challenge.
- Leaders have ensured that the exciting curriculum is effective in extending and promoting children's knowledge of the world around them, their language, early reading and numeracy skills and their spiritual, moral and social development, preparing them well for the next stage

of their education.

- Leaders have rightly identified children’s cultural development as an area for development and are working to increase resources to celebrate the different cultures of the children in the nursery.
- Very robust performance management is closely linked to improving the quality of teaching and learning. Leaders make effective use of the Teachers’ Standards, demonstrating this through regular and accurate monitoring of teaching and learning and the appropriateness of the high-quality training programme which regularly enables staff to seek promotion.
- Parents and carers are highly supportive of leadership and value the work they do to promote the well-being of their children. There is a strong partnership with parents and carers, other schools and local support services. The school has been designated as requiring low levels of support by the local authority.
- Close links with the children’s centre have a very positive impact on all of the school’s work.
- **The governance of the school:**
 - shows clear strategic direction, promoting an ethos in which all groups of children thrive
 - is fully involved in evaluating the school’s strengths and areas for improvement
 - holds leaders to account for maintaining improvements and high-quality outcomes
 - manages the finances very well, ensuring that the financial resources made available to the school are managed effectively
 - uses the money allocated for children with additional needs very well to the benefit of these children.
- Safeguarding procedures are effective and fully meet current requirements.

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	130861
Local authority	Hampshire
Inspection number	402425

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

Type of school	Nursery
School category	Community
Age range of pupils	2–4
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Karen Cunningham
Headteacher	Patti Snook
Date of previous school inspection	March 2010
Telephone number	01420 87675
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Email address	Patti.snook@bushyleaze.hants.sch.uk

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