

Bushy Leaze Early Years Centre

Inspection report

Unique Reference Number	130861
Local Authority	Hampshire
Inspection number	341045
Inspection dates	24–25 March 2010
Reporting inspector	Christine Huard

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	2–5
Gender of pupils	Mixed
Number of pupils on the school roll	56
Appropriate authority	The governing body
Chair	Mrs Sue Meekings
Headteacher	Jane Heath
Date of previous school inspection	25 March 2010
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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent about half the time looking at children's learning in the three inside rooms as well as in the outside learning areas and observed all the Early Years staff assisting children in their learning. They spoke to parents at the start of the day and held meetings with governors and many members of staff as well as with other professionals engaged in the centre's work. They observed the Nursery's work in detail, and looked at monitoring and assessment information, curriculum and development planning as well as monitoring records. Inspectors analysed 51 responses to questionnaires distributed to parents and carers and 35 returned by staff.

The inspection team reviewed many aspects of the Nursery's work. It looked in detail at the following:

- the success of strategies to improve the provision for children's communication, language and literacy development
- how well the setting works with parents, carers and outside agencies in ensuring the needs of all children, but particularly those with special educational needs and/or disabilities, are met
- how well the changes to the centre over the last few years have been managed, monitored and evaluated to ensure that the momentum for improvement has been sustained and the morale of staff kept high.

Information about the school

Bushy Leaze is a small Nursery with 56 children attending part time. Half of the places are designated for children with special educational needs and/or disabilities. The main areas of need are speech, language and communication, but there are children with moderate learning difficulties, hearing problems and several who are on the autistic spectrum. Nearly all the children are of White British heritage and very few are at an early stage of learning to speak English. The Nursery is fully inclusive and all children learn together in the three classrooms and the outdoor areas.

The centre has significantly expanded since the last inspection. It now has a range of outreach services operating from it as well as additional activities for families taking place within it.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Bushy Leaze is an outstanding Nursery. It provides a rich and stimulating learning environment for all children and, as a result, they make excellent progress from their many and varied starting points. The outstanding practice identified at the previous inspection has been extended and improved further as the centre has developed and further expanded the services it provides for children and their families. The reason for this is the superb leadership and drive of the headteacher. She, along with all the staff, care passionately about the education and development of all the children who attend and are always looking for ways to improve further. Induction procedures are outstanding and ensure that every child settles quickly and develops excellent attitudes to learning. As a result, behaviour is excellent and learning takes place in a happy and harmonious atmosphere.

Children make excellent progress because their needs are identified even before they start at the Nursery. Home visits are made to every child and the information gleaned in the 'All About Me' books is used to ensure that activities provided meet every child's needs and abilities. Thus, the more-able mainstream children make excellent strides forward in the same way as those with specific needs and difficulties. The curriculum is rich and stimulating and the quality of teaching and support provided are extremely high. Particular emphasis has been placed on improving the provision for children's literacy and communication skills. Books are carefully chosen that appeal to all children, have the potential to stimulate young minds and help develop imaginative play. The current 'Walking in the Jungle' experience excites the children and engenders a huge range of activities, especially those that enable children to practice their speaking and develop their language and vocabulary.

The care, guidance and support provided by the nursery are outstanding. Safeguarding procedures are robust and ensure that all groups of children are safe and secure. The Nursery works extremely closely with parents and carers and a range of outside agencies to ensure that provision for children is at the optimum level. Parents appreciate this. They receive regular reports of their children's progress and have regular meetings with their children's key workers. Children's 'Learning Journeys' are an accurate and exciting record of children's learning and development and parents and carers are invited to contribute to these by posting comments and contributions on the 'Learning Tree'. Communication is of a high order in the centre. However, the website is not yet fully functional and this means that not all channels of communication which could be beneficial to families, staff and governors are fully open.

The development of the Nursery and the expansion of the centre as well as the growth of the outreach services have necessitated great change in the way the centre is run.

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The need for a more businesslike approach in terms of financial and day-to-day management became imperative. The changes have been managed with great skill and empathy by the headteacher. Morale is buoyant because staff have a voice in how changes are made and there is a great emphasis on teamwork. The changes have been carefully monitored, evaluated and, where necessary, adapted to ensure that children continue to receive the very best provision to enable them to continue to make outstanding progress in all areas of their development. The result is a very modern centre and Nursery very well equipped for purpose. It has a staff with high morale and expertise who know that the service they provide is of a high order but who continually say, 'We can always improve.' There is an exceptional capacity for further improvement.

What does the school need to do to improve further?

- Implement fully the plans to develop the website in order to facilitate even better communication between the Nursery, staff, governors and parents.

Outcomes for individuals and groups of children**1**

Children love coming to the Nursery and enjoy every minute they are there. 'My daughter doesn't like the weekends because there's no school', wrote one parent. There is a highly appropriate emphasis on developing children's social skills when they first start at the Nursery so that all children are ready to learn and persevere with their learning. Staff are skilled at knowing exactly how much help each child needs to take them forward. One child on the activity trail edged cautiously along the balance wire, and on reaching the end could not descend without extensive help. He was gently shown what he needed to do. The next time he again needed help – but not so much. He kept on doggedly trying and by his fourth attempt could descend completely unaided to the cheers and praise of the other children and member of staff. Because the needs of every child are so well assessed, all make outstanding progress. Attainment on leaving is in line with that of children of a similar age. The attainment of the mainstream children when they leave the Nursery is often well above that expected of children of their age and while all children make excellent progress, the attainment of many of the children with special educational needs and/or disabilities does not match that of children of a similar age.

Staff seize every opportunity to develop children's learning, whether it be in putting on a pair of shoes or learning how to stay safe and healthy. The children's own interests are taken into account when developing themes and topics to make their learning more relevant. Thus they devised their own super heroes and now 'Captain Handwash' who was the result of a national initiative encourages children to wash their hands and 'Tricia Tissue' exhorts them to throw their dirty tissues into the bin. Children's spiritual, moral, social and cultural development is outstanding. They celebrate festivals of children from other cultures attending the Nursery and they all play together happily. Attendance is good and the wide range of basic skills that they learn prepares them well for the future.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	1
Children's achievement and the extent to which they enjoy their learning	2
Taking into account: Children's attainment ¹	3
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
The extent to which children feel safe	1
Children's behaviour	1
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	1
The extent to which children develop skills that will contribute to their future economic well-being	2
Taking into account: Children's attendance ¹	2
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

A wide range of exciting activities interest and motivate the children. The excellent relationships and partnerships the centre has established in the area enables children to experience, for example, the neighbouring junior school's 'Forest School' facilities each week. These extend their learning opportunities further. The 'jungle' in the sensory room provided a range of tactile experiences for children to experience. The 'camp' in the classroom with binoculars, clipboards and magnifying glasses provided opportunities for exploration and writing and the willow tunnel outside provided an exciting trail to find the animals and the little boy. These activities ensured that all children, whatever their ability, received the support or challenge they needed to further their development. Staff are highly trained in order to provide for the many needs and disabilities for the children. Work with the speech therapist ensures that the many children with delayed speech are helped to develop this skill and staff are accomplished at signing and questioning. The Nursery is fully inclusive and all children learn and play together. When

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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appropriate, children benefit from one-to-one coaching in small burst sessions. For example, children with hearing problems benefit from quiet sessions away from the bustle and noise to develop essential early speech and signing skills. Staff observe children carefully and record their development diligently. This occurs across all areas of learning so their records are comprehensive. A wide range of resources are used skilfully. Programmable toys are used not only to develop children’s information and communication technology skills well but also their thinking and problem-solving skills. This was evident when two small boys were trying to work out how the toys could be made to move through a series of hoops and round corners. At first, they picked them up and turned them manually, but soon learned that by pressing the right buttons for the right number of ‘steps’ they could make the bugs move in different directions.

The quality of care guidance and support is exceptionally high. The welfare needs of all children are met extremely well. Transition arrangements into and out of the Nursery school are of high quality. It has arrangements with neighbouring schools whereby it can track the attainment of its children right through to the end of the Early Years Foundation Stage, which is of considerable benefit for future planning.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching Taking into account: The use of assessment to support learning	1
	1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher’s vision for the future of the Nursery is shared by all staff. There have been significant improvements since the last inspection in terms of provision and development of staff expertise. This is testament to the commitment and dedication of all to further improvement. Governors are rigorous in ensuring that children are safe and secure and all statutory requirements regarding safeguarding and child protection are fully met. They are extremely supportive, have an excellent knowledge of the Nursery’s strengths but challenge it constructively. They have monitored the changes that have been made carefully and are fully involved in decision making. They ensure that there are equal opportunities for every child and that there is no discrimination. As a result, all children achieve equally well. The Nursery has excellent relationships with parents and the local community. There is a very clear understanding of community cohesion and the school has wide ranging links and resources which help to extend children’s understanding of other cultures.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

There was an exceptionally high response to the questionnaires sent out by the school with 51 out of 56 being returned. They were extremely positive and parents and carers are exceptionally supportive of the school. There are no areas of concern. The many positive comments often refer to the excellent leadership of the headteacher and the dedication of the staff, for example, 'The team are all excellent and always go beyond the call of duty, but it wouldn't be possible without Jane; words cannot explain how excellent she is.' Many parents of children with special educational needs and/or disabilities commented about the support they receive: 'The level of support I have received has been outstanding. We are very lucky that we have a place here; it has transformed his life.' Another said, 'There is a great atmosphere at the centre and all the children are included in every activity.' Another summed up the views of the huge majority of parents: 'It's honestly the best nursery I've ever seen.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Bushy Leaze Early Years Centre to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 51 completed questionnaires by the end of the on-site inspection. In total, there are 56 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	94	3	6	0	0	0	0
The school keeps my child safe	50	98	1	2	0	0	0	0
The school informs me about my child's progress	45	88	6	12	0	0	0	0
My child is making enough progress at this school	48	94	3	6	0	0	0	0
The teaching is good at this school	48	94	3	6	0	0	0	0
The school helps me to support my child's learning	47	92	4	8	0	0	0	0
The school helps my child to have a healthy lifestyle	43	84	8	16	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	44	86	5	10	1	2	0	0
The school meets my child's particular needs	45	88	5	10	1	2	0	0
The school deals effectively with unacceptable behaviour	41	80	8	16	0	0	0	0
The school takes account of my suggestions and concerns	45	88	6	12	0	0	0	0
The school is led and managed effectively	50	98	1	2	0	0	0	0
Overall, I am happy with my child's experience at this school	50	98	1	2	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 March 2010

Dear Children

Inspection of Bushy Leaze Early Years Centre, Hampshire GU34 2DR

Thank you for making us so welcome when we visited your school. We really loved seeing you so happy and enjoying all the wonderful things to do and learn. You have a wonderful Nursery with a fabulous garden and outside area and you certainly loved being adventurous on the activity trail. Those of you 'Walking in the Jungle' enjoyed hunting for the animals and the boy – and you were so delighted when you found them. This letter is to tell you some of the things we found out.

You go to an outstanding Nursery. All the adults give you exactly the help you need to help you learn really well.

You all really enjoy all the activities that are provided for you. You really seemed to enjoy playing outside.

All the adults look after you exceptionally well and keep you safe.

Your headteacher keeps everything running exceptionally well and everyone enjoys working and learning at Bushy Leaze because it is such a happy and well-organised place to be.

We have asked the leaders to get the website up and running so that everyone can keep in touch with each other even better than they do now.

Thank you again for making my time at Bushy Leaze so happy.

Yours sincerely

Christine Huard

Lead Inspector

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