

Inspection of Sketchley Hill Menphys Nursery School, Burbage

Sketchley Road, Burbage, Hinckley, Leicestershire LE10 2DY

Inspection dates: 22–23 October 2019

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Overall effectiveness at previous
inspection

Not previously inspected

What is it like to attend this school?

This is a welcoming and inclusive school. Children who attend the school have complex special educational needs and/or disabilities (SEND). Staff do not see these as a barrier to children's learning or success. They provide children with excellent care and support. They want the very best for all children. The school motto, 'Helping every star to shine', is at the heart of all that staff do.

Children love coming to school. Staff work hard to make school a 'home from home'. They make the spaces look special with photos of the children, messages from parents and carers and children's handprints painted on the walls. Children feel safe and happy in school.

Children's behaviour is exemplary. Children enjoy lunchtimes when the Year 6 pupils from Sketchley Hill Primary School come and play. There is no bullying in school.

Children visit exciting places such as the local veterinary surgery, the library and the Burbage arts festival. Children and families enjoy trips to Twycross Zoo and the Snow Dome, paid for by the school's 'Friends of Menphys' fundraising group. Parents value the support they receive. One parent said, 'I am proud to say that my child attends this school.'

What does the school do well and what does it need to do better?

Staff plan an individual curriculum for every child. They make sure that plans identify each child's care and development needs across all areas of learning. Children's knowledge and skills build over time, in small steps. They leave the school well prepared for their next stage of education.

Staff prioritise helping children to learn to talk and communicate. They build up children's language step by step. They use signs and symbols to help with this. They speak to children using simple words and phrases. They encourage children to look, listen and respond to each other.

Staff develop children's early reading skills well. Children enjoy sharing stories with adults. Staff use different ways to engage children. For example, we saw children listening to the Diwali story. Staff used different fabrics, light toys and instruments to bring the story to life.

Staff make meaningful links across areas of learning. This helps children to develop their knowledge and skills more quickly. We saw children singing 'Row, row, row your boat' while staff modelled rowing the boat with their arms. Children practised this in the outdoor area when using rocking toys.

Staff are expert at developing children's physical skills. For example, they help them to use their hands and legs with more control. Children who cannot walk learn to take small steps in the soft play room with adult support. They progress to taking

unaided steps up and down stairs before joining in with walks in the local area. Staff make use of modern technology. Children who cannot talk use their eyes to select symbols from a screen to communicate what they want to say or do.

Mathematics is well planned and taught. Children enjoy developing their early mathematical knowledge. We saw children filling containers with rice or water to help them learn about 'full' and 'empty'.

Most staff use their knowledge of what children can do to plan future learning. However, some staff do not do this as well as others. They do not always identify precisely the knowledge or skills that children need to gain next. As a result, some adult interactions with children do not focus on improving learning. When this happens, some children do not achieve as well as they could.

Staff have very high expectations of children's behaviour. They apply the school's behaviour policy consistently and fairly. Staff support children to manage their feelings very well. Children behave impeccably throughout the day.

Children's personal development is outstanding. Children are resilient. They show real strength of character. Staff provide opportunities for children to appreciate the arts through messy play. The lollipop man and the fire brigade visit the school to teach children how to stay safe. Children enjoy sensory sessions and song time. This allows them to think about how they feel. Children enjoy learning about other cultures. We saw children immersed in making Rangoli patterns with play dough and glass beads.

The headteacher and governors know the school well, including what needs to improve. They ensure that staff are supported and have a manageable workload. Leaders and staff work hard to support other settings. For example, the nursery outreach worker provides bespoke training and resources to play groups and childminders. This ensures that children who attend other placements are very well supported.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are well trained in safeguarding, first aid and administering medicine to children. They make sure that this knowledge is updated regularly. Staff have a detailed understanding of the signs that a child may need help or be at risk of harm. Leaders ensure that children can share any worries with them by using simple words, pictures and signs.

Leaders keep detailed records of safeguarding concerns. They make timely referrals to other agencies, when needed. They understand their role in supporting families. For example, staff provide workshops for parents on first aid, children's behaviour and toileting.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most staff use assessment information well to identify gaps in children's understanding across areas of learning. Some staff are more effective than others when using this information to plan future learning. Leaders should ensure that all staff understand and use assessment information to identify what children need to be able to do next. Staff must use this information to inform their interactions with children.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	142678
Local authority	Leicestershire
Inspection number	10110029
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	40
Appropriate authority	The governing body
Chair of governing body	John Harrison
Headteacher	Laura Jeffs
Website	www.menphysnursery.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is a specialist provision that caters for children with complex and profound special educational needs and/or disabilities.
- This is the school's first inspection since it was registered on 1 November 2016.
- The school is federated with Wigston Menphys Nursery School. The schools share a headteacher and a governing body.
- The school has provision for two-year-olds.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, senior teacher, 'class leads', three members of the governing body and a representative from the local authority.
- Inspectors examined the quality of education that children receive in communication and language, mathematics, expressive art and design and physical development. They visited lessons, scrutinised children's learning journeys and spoke with staff about children's individual learning plans.
- A wide range of documents was scrutinised, including documents relating to

safeguarding, behaviour, the school's plans for improvement and curriculum planning. Inspectors considered information on the school's website.

- Inspectors took account of the eight responses to Parent View, Ofsted's online questionnaire. There were 17 responses to the staff survey. There were no responses to the pupils' survey.

Inspection team

Steve Varnam, lead inspector

Her Majesty's Inspector

Janis Warren

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2019