

# Inspection of an outstanding school: Filton Avenue Nursery School

Blakeney Road, Horfield, Bristol BS7 0DL

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Inspection dates:

8 January 2020

## **Outcome**

Filton Avenue Nursery School continues to be an outstanding school.

## **What is it like to attend this school?**

This is a lovely place for children to start their school experience. Home visits prepare children, their parents and staff well for children's important first visits to the nursery. The routines to start each day are exceptionally well thought through. We saw children who had only recently started at the nursery wave off their parents happily. Each child has a key person to welcome them and staff do this with great warmth and care. Story language and storytelling are everywhere. Staff share stories such as The Gingerbread Man with smiles and enthusiasm.

Children leave exceptionally well prepared for their primary schools. Every minute counts here. Staff encourage children to think about and plan what they will learn each day. They gently and patiently show children how to do things. They encourage them to persist, help them to think through problems and challenge them to do more. In each room there is a positive buzz as children focus on their learning, playing happily with their peers. Activities are interesting, meaningful and fun. Staff get to know and understand each child. They make strong connections with parents and families. Staff encourage and help parents to support their child at home. Leaders are highly successful in creating a school that says to everyone, 'You matter.'

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

The nursery is extremely well led. The headteacher and assistant headteacher work as a strong, effective team. They are ambitious for all children, wanting them to be as well prepared as possible for their next schools. They lead with the conviction that all children can become confident, capable learners if they have the right support.

Leaders are reflective and outward-looking. They work closely with the local authority to share practice with other local nurseries. There is a continual drive to improve even further. Staff work on research-based projects to refine the curriculum further across the nursery. Staff appreciate the experienced and competent leadership. They feel trusted and supported in their roles. This makes for a strong workforce who give their all to help

children in their care.

Governors and senior leaders have had to make tough financial decisions. Working with integrity, leaders keep the needs of children at the heart of what they do. They ensure that teaching throughout the nursery helps every child to achieve the absolute best outcomes they can. This includes children with special educational needs and/or disabilities (SEND). These children achieve exceptionally well. Their individual plans reflect the strategies and precise next steps children need next. Leaders work with rigour and determination to make sure that children have the support they should have. Children who speak English as an additional language are supported very well. Several staff speak a wide range of languages. They communicate with and reassure children and their families. This helps children to gain strong language skills so that they can thrive.

Careful planning ensures that children's development is promoted very well. Children enjoy an agreed set of core stories and information books. Nothing is left to chance. Staff observe and discuss the development of every child. Staff follow up any gaps in learning rigorously using new approaches. Staff work creatively to entice children to their learning. They grasp all opportunities to learn. Activities at snack times and lunchtimes help children to understand early mathematical concepts such as counting and sharing. At the end of each day, circle times with stories, songs and listening games all help children to develop their listening and speaking skills.

Staff support children to develop bonds with each other and to play together extremely well. Children feel safe and secure because of the strong relationships they form with staff and the consistent messages that staff provide. They enjoy rich experiences inside, outside and beyond school. Woodland learning and forest school complement learning effectively. Outdoors spaces support children's physical development very well and leaders have plans to continue to develop these spaces even further. Positive learning experiences mean that children are enthusiastic and confident young learners. Several children excitedly came up to us, to share their drawings and writing. Their happiness and confidence shone!

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders and staff share detailed knowledge of each child. They develop strong, positive relationships with their families too. Leaders work in close partnership with other agencies. They successfully ensure that families get the support they need. Staff are well informed of the latest safeguarding guidance. The safeguarding team work effectively with key staff to make sure that any potential concerns are identified and supported. Leaders are not at all complacent. They have invested in new systems to improve reporting systems even further.

## Background

When we have judged a maintained nursery school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Filton Avenue Nursery School to be outstanding on 12–13 January 2016.

## 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 are the school and you are 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

<b>Unique reference number</b>	108894
<b>Local authority</b>	Bristol, City of
<b>Inspection number</b>	10058441
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	David Jepson
<b>Headteacher</b>	Jackie McGregor
<b>Website</b>	<a href="http://www.filtonavenue.org">www.filtonavenue.org</a>
<b>Date of previous inspection</b>	12–13 January 2016

## Information about this school

- The school includes provision for two-year-olds.
- The school provides a breakfast club and after-school care for children during term time.

## Information about this inspection

- Inspectors had several meetings with the headteacher and assistant headteacher.
- Inspectors also met with two governors, including the chair of the governing body.
- An inspector spoke on the telephone to a representative from the local authority.
- We talked with parents at the start of the day, and took responses on Parent View and a staff survey into account.
- We did deep dives in reading, mathematics and physical development. This involved discussing curriculum plans with leaders and teachers, visiting lessons and looking at records of children's learning.
- We met with the designated leader for safeguarding and other members of the safeguarding team. We checked the processes for recruiting staff. We looked at the records for safeguarding training.

## **Inspection team**

Tonwen Empson, lead inspector

Her Majesty's Inspector

Claire Mirams

Ofsted Inspector

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