

Inspection of Hornsea Nursery School

Newbegin, Hornsea HU18 1PB

Inspection dates: 12 and 13 October 2021

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Good

What is it like to attend this school?

Children feel safe and well cared for as they explore the inspiring learning environment and resources. Children are exceptionally well supported in their learning and play by staff. Staff provide children with tantalising learning opportunities. Children work towards challenging goals such as being able to make a cake. Staff carefully guide children through a series of experiences that allow them to build their knowledge and skills over time. For example, first they explore the feel of different materials before moving on to making playdough. Before long, they can make their own cake.

The nursery has a calm and positive atmosphere due to the excellent relationships that staff have with children. Behaviour is exemplary. Children know staff are there to care for them and support them. Children show high levels of concentration. They listen with interest to the stories and songs that staff share with them. They take pride in their learning and learn to cooperate with each other.

Parents say they feel privileged to have such an incredible nursery setting available to them. They appreciate the highly stimulating and nurturing environment for their children. The stunning outdoor nursery, complete with campfire, tree climbing, allotment and bird hide, successfully sparks children's interest in the natural world.

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

Governors, leaders and staff are committed to the school's ambitious vision for the quality of children's education and care. All understand the part they each play in bringing about the high expectations they have for every child. The headteacher has made staff's development a top priority. This directly influences the positive impact of the curriculum on children's achievement.

The recently reviewed curriculum is proving to be incredibly effective. Highly skilled staff ensure that the curriculum is carefully sequenced to support children to perform increasingly complex tasks over time. For example, before making a model out of wood, children learn how to use tools safely and effectively. They practise hammering nails into a pumpkin in readiness for later work.

Staff continually use their interactions with children, along with books and songs, to develop children's language and communication. They build children's interest and curiosity, taking every possible opportunity to introduce and reinforce new vocabulary. For example, an adult asked, 'I wonder what you could fix it with? Let's test it - let's experiment.' The timetable prioritises opportunities for storytelling and developing a love of books and songs. Staff draw on children's growing vocabulary and knowledge of story language. For example, they help children to use newly acquired language as they play with the character puppets from a story. Children soon become confident to make up their own stories based on their experiences and the stories they have been immersed in.

Provision for children with special educational needs and/or disabilities is highly effective. Staff expertly use their knowledge of each child to put appropriate strategies in place. This makes sure that children are successful and learn well alongside their peers.

Leaders have created an exceptionally nurturing and caring ethos. Extremely positive relationships between staff and children are clear to see. Staff remind children of the school rules, teaching and modelling how to 'be safe, be respectful, be responsible'. They help children manage conflict. Children soon pick this up for themselves and can be heard using phrases such as 'stop – no thank you'.

Children have very positive attitudes to learning because they are inspired by the curriculum. It is appropriately demanding for them. This is because staff use their thorough knowledge of each child to provide the right level of guidance and support. Children sustain their interest in activities and develop resilience and perseverance. Staff know exactly when to step back or when to intervene with a careful question. This allows children to think for themselves, make choices and try things out.

Leaders and governors make sure families are well supported so children can flourish. Being at the heart of the community and offering services such as the eco-pantry and 'bake, make and take', are examples of this work in practice.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have made sure that staff are well informed about safeguarding procedures. Staff are confident about spotting and reporting any warning signs. Leaders have well-developed systems to protect children from potential harm. They secure the help of other agencies when needed.

The curriculum provides plentiful opportunities for children to learn about safety. For example, children learn about the importance of rules which help them to stay safe around the campfire. Adults model how to manage risk successfully. For example, they provide careful guidance and support so that children learn to use tools to safely chop their fruit at snack time.

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 information from Ofsted Parent View 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

Unique reference number	117699
Local authority	East Riding of Yorkshire
Inspection number	10200724
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	101
Appropriate authority	The governing body
Chair of governing body	John Whittle
Headteacher	Claire White
Website	www.hornseanurseryschool.co.uk
Date of previous inspection	4 October 2018, under section 8 of the Education Act 2005.

Information about this school

- Hornsea Nursery School provides education and care for children from age two to four years.
- The school also offers before- and after-school care.
- The headteacher is the executive headteacher of three other nursery schools.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders, and have taken that into account in their evaluation.
- Inspectors carried out deep dives in communication and language; personal, social and emotional development; understanding the world; and mathematics. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited lessons, observed children and spoke to some of them about their learning and spoke to teachers.

- Inspectors spoke to leaders about safeguarding procedures and reviewed documentation relating to the discussions.

Inspection team

Kirsty Godfrey, lead inspector

Her Majesty's Inspector

Alison Aitchison

Her Majesty's Inspector

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