

Inspection of Brearley Nursery School

Brearley Street, Newtown, Birmingham, West Midlands B19 3XJ

Inspection dates: 15 and 16 March 2022

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Previous inspection grade	Outstanding

What is it like to attend this school?

Brearley Nursery is a special place for children to learn, play and grow. They flourish due to the excellent standard of education and nurturing that they receive. Children enter school with smiles on their faces and settle down to activities quickly. They enjoy talking about the things they learn. Children develop skills of curiosity, exploration and language through activities such as acting out stories, baking and studying animals.

Children behave extremely well. Adults are wonderful role models for them. They show children how to be kind and to respect others. They help children to take turns and share. The nursery is a happy, harmonious and high-achieving community.

Parents and carers are extremely happy with the school and say that their children thrive. They receive regular information about their children's learning. They value the high expectations adults have of children and the time they spend getting to know everyone.

Children relish the many exciting opportunities offered. For example, they learn about the importance of healthy eating through a gardening club. Children, parents and staff plant and nurture seeds outdoors. Children watch with fascination as these seeds grow into vegetables and plants.

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

The headteacher and leaders have made many changes since the last inspection. They lead the school extremely well. For example, they have ensured that teaching is consistently strong and that adults develop children's thinking skills well. The school's motto 'A safe place to hope, learn, play, enjoy and grow' is threaded through all aspects of the school's provision. Leaders and staff are resolutely focused on providing outstanding education and exemplary care. They ensure that children thrive in an environment where a love of learning is promoted by everyone. Adults support children to grow into confident, caring, responsible citizens, in and out of school.

Leaders' and staff's passion for giving every child an exciting education is notable. Plans are clear and ambitious. Leaders ensure there are no limits to what the children can achieve.

Adults make sure that all children, including those with special educational needs and/or disabilities, make exceptional progress through the curriculum. The leader of special educational needs ensures that no child slips through the net. Children's additional needs are identified quickly, and they receive the right support to help them access the full curriculum. This ensures that children are well prepared to move on to primary school.

Adults support children to develop their speaking and listening skills effectively. They model spoken English accurately. They also encourage children to use sentences and new words when they are speaking. For example, children confidently use a range of vocabulary when talking about animals. For instance, they explain that some animals are 'nocturnal' and understand what this word means. Children make excellent progress in their communication skills. They are keen to talk about what they can do. They remember and repeat rhymes they have been taught, such as 'one behind the other', for lining up.

Adults have created a setting where children feel treasured, valued and listened to. Relationships between adults and children are excellent. Children respect each other and celebrate each other's achievements. Children say, 'We are all friends at school.' They are highly motivated and sustain their concentration when learning.

Adults read daily to children. They think very carefully about the stories they choose. Children enjoy books, stories and rhymes. They select books independently from the book baskets, take them to the carpet and sit and read them. Adults help children bring stories to life. For example, children mix up porridge and compare amounts in bowls when learning the story of 'Goldilocks and the Three Bears'.

Phonics sessions support children to develop their reading skills well. Adults make sure that they keep a close check on what children learn. They use this information to plan learning activities that build children's knowledge. Staff help parents to support their children with reading at home.

Leaders have ensured that the school's environment, inside and outside, is exciting and interesting. Learning spaces and resources motivate and inspire children to explore, play and learn. Outdoors, there are lots of opportunities to develop children's physical skills, such as climbing and balancing.

The opportunities children encounter add significantly to their personal development. They take part in a broad range of high-quality projects and cultural visits. These include taking it in turns to be the 'leader of the day' and having the opportunity to go on a residential farm visit.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in this school. Children's safety, welfare and well-being are at the heart of the school's work. Adults have regular training and are aware of potential risks. They are vigilant and know how to raise and report concerns. Leaders act swiftly when children require extra help. They share information with agencies to make sure that children at risk are protected and supported. Effective record-keeping and processes are in place. Appropriate pre-employment checks are carried out when appointing staff to ensure they are suitable to work with children. Children learn about keeping themselves safe.

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	103121
Local authority	Birmingham
Inspection number	10210907
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	137
Appropriate authority	The governing body
Chair of governing body	Nishma Patel
Headteacher	Yewande Lawal
Website	www.brearley.bham.sch.uk/
Date of previous inspection	5 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.

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 leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and the chair of the governing body.
- The inspection focused deeply on personal, social and emotional development; mathematics; physical development; and communication and language. Inspectors visited lessons with leaders, spoke with children and looked at their work.

- Inspectors observed children’s behaviour in lessons and around school, including at lunchtime. Inspectors also met with groups of children to discuss their views of the school and personal development opportunities.
- Inspectors scrutinised the records for the safer recruitment of staff and held a meeting with the designated safeguarding lead. Inspectors met with staff to check their understanding of safeguarding and the impact of any training received.
- Inspectors spoke with several members of staff, including those who have recently joined the teaching profession. They considered the responses from staff to the online inspection questionnaire.
- Inspectors spoke with parents at the start of the day and considered the responses, including written responses, to Ofsted Parent View, the online questionnaire.

Inspection team

Lynda Townsend, lead inspector	Ofsted Inspector
Jayne Thorpe	Ofsted Inspector

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