

Inspection of Caverstede Nursery School

Caverstede Road, Walton, Peterborough, Cambridgeshire PE4 6EX

Inspection dates: 23 and 24 January 2024

Overall effectiveness

Outstanding

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?

Children are happy at Caverstede Nursery school. They love to learn and respond enthusiastically to the learning experiences on offer. It is a nurturing place where children develop their curiosity through well-chosen activities. They learn what they need to make successful steps into school.

Children enjoy playing and learning in the well-equipped classrooms and outdoor area. They are supported well by adults to explore the world around them. For example, snack time allows children to try new foods and engage in positive social interactions with adults and peers. Children enjoy the captivating activities that staff plan, such as making home-made apple juice with the apple press. This helps children to take risks in their learning and try new things.

Children participate confidently in learning activities, such as making bird feeders in the woodland area. They show high levels of independence by selecting their own activities and resources. Children ask questions and are proud to do things for themselves, such as putting on their own waterproof suits and wellies.

Children feel safe at school and have strong relationships with staff. Children learn how to be kind and caring towards each other. They know the clear routines that foster high expectations of behaviour.

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

The school has designed a curriculum that is bespoke to the children it serves. The curriculum is ambitious and ensures that children develop across all areas of learning. Children build on important learning experiences that help them to be 'school-ready' very effectively. The curriculum sets out the expected, age-related milestones for each area of learning. Staff check precisely what children know and can do. Staff make deliberate, well-considered choices with routines, learning activities and language to address any gaps in children's learning and help them achieve very well.

The love of books is at the heart of the curriculum. The school's chosen 'core books' help staff to focus precisely on what they want children to know and do in each area of learning. Children engage in songs, rhymes, books and familiar stories with excitement. They are keen to talk about the books they like and what they have remembered from the stories. Staff are very well trained in communication and interaction. They know when to intervene in children's play to enhance their learning and when to observe. They adapt their talk with the children to move learning on quickly. Staff support the early stages of language development particularly well.

Staff know the children incredibly well. Staff foster deep and meaningful relationships with children and their families as a result. Children with special educational needs and disabilities (SEND) have their needs well catered for. Staff use a range of strategies, resources and routines that enable children with SEND to learn

successfully. Staff identify children's needs promptly. Parents value the supportive relationships with the school that help their children to thrive.

All children behave exceptionally well. They enjoy playing together. The school has established high expectations. Staff consistently teach routines and model expectations of excellent behaviour, for example learning how to take turns on the swings or the trampoline. Children are encouraged to attempt new tasks and persevere when it gets tricky. Staff teach children how to be kind and caring. As a result, the school has a calm learning environment.

Staff ensure that children learn about the world around them, including diversity. They provide opportunities for children to explore their environment, such as a woodland area and a splash pool in the summer. Visitors come to the school to provide children with meaningful real-life experiences. For example, children learn how to care for Bertie, the school dog. These opportunities help children to understand why it is important to be responsible and respectful for others and themselves.

Staff and governors are proud of their school. Leaders ensure that there are continuous improvements to the teaching of the curriculum. Staff value the continuous training that helps them to develop their expertise over time. Governors are highly committed to ensuring that children receive a strong start to their education.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any

point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	110599
Local authority	Peterborough
Inspection number	10268110
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	121
Appropriate authority	The governing body
Chair	Hannah Benn
Headteacher	Debbie Hayes
Website	www.caverstede.peterborough.sch.uk
Date of previous inspection	8 June 2022, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector met with governors including the chair and the vice-chair of the governing body.
- During the inspection, the inspectors carried out deep dives into these subjects: communication and language, physical development and understanding the world.

- Inspectors met with leaders and staff to discuss their plans for children’s learning and development. They observed learning both in classrooms and outdoors. They spoke with children and with staff and looked at examples of children’s learning.
- The inspectors held meetings with the headteacher, curriculum leaders and the inclusion manager.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils’ interests first.
- The inspectors considered responses to Ofsted Parent View, including free-text responses. They also considered the online staff survey.
- An inspector talked to parents at the school gate before the start of school.

Inspection team

Nerrissa Bear, lead inspector

His Majesty’s Inspector

Daniel Short

His Majesty’s Inspector

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