

# Inspection of Scartho Nursery School

Pinfold Lane, Scartho, Grimsby, North East Lincolnshire DN33 2EW

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Inspection dates: 16 and 17 May 2024

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Outstanding

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

All staff in this school have high expectations for how they want children to treat each other. Relationships between children and staff are characterised by warmth, care and kindness. Children then demonstrate this consideration to others. Children learn positive learning behaviours that help them to concentrate and engage in their learning for sustained periods. Staff intentionally teach children how to do important things such as taking turns and showing good manners. For example, during snack time, staff model to children how to say 'please' and 'thank you'. Children quickly learn the importance of this and begin to do it without reminders. Staff introduce routines to help children develop their independence. Some transitions between different parts of the school day are not as focused as they could be, so some learning time is lost.

The school works with parents and children to promote high attendance at school. Children are taught to recognise their own emotions and to consider the impact of their actions on their peers. Children are encouraged to be thoughtful individuals who understand that their actions can affect how others feel. The school's high expectations for children are generally reflected in the curriculum.

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

Leaders have made refinements to the early years curriculum. Across the seven areas of learning, the starting points and end points of the curriculum are clearly identified. In most areas of the curriculum, the school has considered the most important skills and knowledge for children to gain by the end of Nursery to be ready for starting school. Where the curriculum is more clearly defined, interactions and activity choices are ideally suited to the small steps of learning in the curriculum sequence. For example, in mathematics, staff skilfully model counting strategies up to 10 when sharing out snack items. However, in some other areas of the curriculum, this is not as well established and there is not enough clarity about the small steps in knowledge and skills that children should develop. Children have any special educational needs and/or disabilities (SEND) quickly identified. Staff support children with SEND well to recognise and communicate their emotions.

The school prioritises children's development in communication and language. Children enjoy hearing stories that the school has carefully chosen to promote vocabulary. Children hear a range of stories, many of which are chosen to give them an understanding of important concepts such as friendship, kindness and sharing. Staff give children practice at speaking out loud and to an audience. For example, during 'morning meetings', children are encouraged to talk about their morning before arriving at Nursery or through learning themes such as 'life cycles' or mini-beasts. Staff use every opportunity to develop children's language by introducing and extending vocabulary about what children are learning.

Leaders place a high focus on children's personal development. Children learn how to treat each other with respect and empathy. The personal, social and emotional

development curriculum supports children's self-confidence and self-esteem which enables their learning. Children's understanding of the wider world is developed by learning about different celebrations linked to world faiths. The school has engaged with local services such as the local police and the fire service to come into school and teach children about people who help them and keep them safe in the community. During the school day, staff help children understand sun safety, the importance of healthy snacks and staying hydrated.

The recently formed governing body works well with school leaders to continue to improve the school. Governors understand their roles. They offer challenge and support to leaders. Governors promote a culture of positive workload and well-being for leaders and staff. School leaders undertake regular monitoring of the areas of school that are being improved, such as the curriculum. Some of these checks do not identify precisely enough where strengths are and where further work is needed to move the school forward.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Some of the smaller steps of knowledge and vocabulary in some areas of the curriculum are not clearly defined as in others. This means that some interactions and activities develop and extend children's learning better in some areas than in others. The school should ensure that the smaller steps in knowledge and vocabulary are clearly defined from the starting point to the end point across the whole curriculum to support all staff in promoting children's learning at every opportunity.
- The school's monitoring of the implementation of the curriculum and other parts of the school's development priorities does not identify where practice is strong and where it needs development as precisely as it should. As a result, some of the training for staff is not specifically targeted to improvement priorities. The school should ensure that the monitoring and checks undertaken are used to inform further professional development for all staff and prioritise areas identified as needing improvement.
- Some transitions between different parts of the school day are not as focused as they could be. Some learning time is lost, and children are sometimes not given the best chance to develop their independence and positive learning behaviours. The school should ensure that there is clarity around routines and expectations for transitions between different parts of the school day.

## 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

<b>Unique reference number</b>	117700
<b>Local authority</b>	North East Lincolnshire
<b>Inspection number</b>	10297283
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	42
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Storr
<b>Headteacher</b>	Sarah Bate
<b>Website</b>	<a href="http://www.scarthonursery.co.uk">www.scarthonursery.co.uk</a>
<b>Date of previous inspection</b>	9 November 2022, under section 8 of the Education Act 2005

## Information about this school

- This is a smaller-than-average Nursery school.
- The new governing body has been in place since January 2024.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the 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 lead inspector spoke to a representative from the local authority.
- The inspectors carried out deep dives in these subjects: communication and language, understanding the world and personal, social and emotional

development. For each deep dive, the inspectors discussed the curriculum with subject leaders, spent time in classrooms, spoke to teachers, spoke to children about their learning and looked at samples of children's work.

- The inspectors evaluated responses from parents to Ofsted's online survey, Ofsted Parent View. They spoke with some parents bringing their children to school. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online surveys.
- The lead inspector spoke to members of the governing body.

### **Inspection team**

Liam Colclough, lead inspector

His Majesty's Inspector

Mike Smit

Ofsted Inspector

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