

Inspection of an outstanding school: Beverley Manor Nursery School

Manor Road, Beverley HU17 7BT

Inspection dates:

18 June 2024

Outcome

Beverley Manor Nursery School continues to be an outstanding school.

What is it like to attend this school?

Children thrive in this inspirational nursery setting. They are greeted warmly by the adults who care for them. Children's attitudes to learning are exceptionally positive. They engage enthusiastically in a range of activities. This starts as soon as they enter the nursery each day, there is not a minute of lost learning time.

Children develop strong relationships with adults and one another. They talk of playing with their 'best friends' as they make models together. Those who are still developing their language skills play alongside each other. They use positive gestures such as smiling or passing objects to communicate and play together. Children know the importance of sharing and taking turns. At the potion station, children wait patiently to access the equipment they need. They use their manners to ask for a turn. Children talk confidently to familiar adults and are eager to share their learning with visitors to the school.

The school is ambitious for every child. The curriculum has been carefully crafted to meet their needs. It goes beyond what might be expected for children of this age. It is designed in a way so that all children experience success.

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

The school's deliberate and precise routines ensure everyone knows what to do throughout the school day. This supports the smooth running of a busy, yet purposeful learning environment. Even the youngest children who are new to the setting, take part in daily 'skills' sessions. The behaviour of children is excellent. Supportive conversations and gentle reminders are used to teach children how to regulate and talk about how they are feeling or why something has happened. Children quickly learn what is expected of them and rise to these high expectations.

The curriculum has been designed with ambitious end points in mind. These end points are carefully broken down into small steps of learning, adapted to meet the individual needs of learners. All children aged two to four, including those with special educational

needs and/or disabilities (SEND), fully access the curriculum. Those children with higher starting points are provided with the challenge that they need. Across all areas of learning, opportunities are carefully and deliberately planned. Staff are very skilled at delivering the curriculum because of the excellent training they receive. They have a deep understanding of how children learn and develop. Staff know how to give children the time to think for themselves and explore. They are equally skilled at knowing how to step in, interact and extend children's learning.

Children's early communication and language skills are given the highest priority. Staff are particularly strong at supporting children's speech, language and communication development. Every opportunity is used to model and reinforce children's growing language skills. Books are carefully selected to introduce new words. Children share stories with adults and each other. They enthusiastically join in with familiar songs and rhymes.

The teaching of mathematics is threaded throughout daily routines. There are numerous occasions for children to practise counting and use the mathematics words they are learning. For example, children use sticks to make triangles and squares, they talk about how many sides each shape has.

Learning opportunities to develop children's curiosity, creativity and imagination are equally ambitious. Children delight in taking part in experiments. They become scientists and talk about what scientists are and the questions they might ask. Children demonstrate a sense of awe and wonder when making their own butter. They are excited to share what has happened and what has changed.

The school extends the curriculum to promote children's wider development. Staff teach children about diversity and different ways of life. For instance, they celebrate a range of festivals and cultural events with children throughout the year. Staff include traditions that are relevant to the children who attend the nursery. This helps children to feel valued and to respect their similarities and differences.

Children develop high levels of sustained concentration and independence, which prepares them well for their next steps in school. They show perseverance and resilience to complete tasks, whether this be peeling their own fruit, or when using clay to make a pot on the potter's wheel. Children have their own roles within the nursery to develop a sense of responsibility. They enjoy being chosen to be register or behaviour monitors.

Leaders ensure that any children with additional needs are identified early and appropriate support is swiftly put in place. The school works well with external agencies and specialists to establish the most suitable support based on individual children's needs. Staff are deeply committed to ensuring that the curriculum, routines and environment are right for all children. They create and deliver bespoke learning plans where these are needed.

Leaders, including the governing body, continually strive to provide high-quality provision for all children. Staff professional development is highly purposeful. Staff have the subject

knowledge to be effective practitioners. Staff feel valued and are proud to work at the nursery school. The nursery motto of 'Where children come first and everything we do must reflect this single goal' is embodied by staff every day.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be outstanding in February 2019.

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	117698
Local authority	East Riding of Yorkshire
Inspection number	10322974
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	129
Appropriate authority	The governing body
Chair(s) of governing body	Michael McGrath and Melanie Clark
Headteacher	Claire White (Executive headteacher)
Website	www.beverleymanornurseryschool.co.uk
Date(s) of previous inspection	13 February 2019, under section 8 of the Education Act 2005

Information about this school

- The school works as part of a formal collaboration with other local maintained nursery schools, Hedon Nursery School, Bridlington Nursery School and Hornsea Nursery School. The executive headteacher work across all sites.
- The school does not currently use any alternative provision to meet the needs of the children.
- The school has provision for two-year-old children.
- The school provides breakfast and after-school provision for children.

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.

- Inspectors held meetings with the executive headteacher, deputy headteacher, teachers, staff and governors. The inspector also spoke with a representative from the local authority.
- Inspectors carried out deep dives in three areas of learning: communication and language, personal, social and emotional development and understanding the world. For each deep dive, inspectors held discussions about the curriculum, visited the provision and spoke to some children during their play about what they were learning. Inspectors also discussed the curriculum in some other areas.
- Inspectors checked that the statutory welfare requirements were being met.
- Inspectors checked the plans for pupils with SEND and checked what staff were doing to meet their specific needs.
- Inspectors observed children's learning throughout the day. They spoke with staff about children's learning and development.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and children; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.
- The inspectors spoke with staff about their experience of working at the school. The inspectors considered the responses from staff to Ofsted's online survey.
- There were no responses to Ofsted's pupil survey.
- The inspectors reviewed the responses to Ofsted Parent View. An inspector spoke with some parents as they arrived at the school.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

Lesley Allwood

Ofsted Inspector

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