

Inspection of an outstanding school: Childhaven Community Nursery School

13 Belgrave Crescent, Scarborough, North Yorkshire YO11 1UB

Inspection dates:

11 June 2024

Outcome

Childhaven Community Nursery School continues to be an outstanding school.

What is it like to attend this school?

At Childhaven Nursery School, kindness surrounds children, families and staff. Practitioners create opportunities for children to spread kindness in the world, such as visiting the local care home.

The school has high behavioural expectations. The school has consistent rhythms and rituals each day. The rhythms relate to the pace of the day, for example, the time taken with each family for a personalised welcome each morning. The school embeds the rituals, such as children collecting their own lunch plate and pouring their own drink. This ensures that children exhibit independence and respect the school routines.

The school implements an integrated day. This means that children from two- to four-years-old play and learn together all day. They have a flexible lunchtime, so children access lunch in small, supervised groups, while the remainder continue their learning.

Children use the nursery space with confidence. Practitioners encourage children to select where they want to play. They have free choice over whether to play indoors or out. This ensures children are happy, motivated and curious to learn.

The school supports families with 'the flow of life', signposting them to external agencies for support.

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

A determination to ensure that children access high levels of well-being and involvement underpins the school's curriculum. The curriculum has 10 core outcomes, each one linked to a letter in the school's name. For example, the 'a' in Childhaven relates to children being 'adventurers', walking to and from the beach.

Practitioners provide children with opportunities to build their knowledge and skills over time. Adults support children with emerging skills, progressing to mastering and finally to

become experts.

Practitioners respond to children's interests, tweaking day-to-day learning opportunities to ensure that they meet the needs of the children. The school 'every session counts' approach includes six essential elements staff consider when devising play opportunities for children. For example, one element ensures adults use the word 'think' to promote children to think together. Practitioners offer open-ended play-based opportunities for children. This enables children to take responsibility for the pace and direction of their learning.

The school's system for checking what children know is their 'This is me' spotlight. These comprehensive checks on children's progress happen every six months and include parents' views. Adults use this information to inform the nursery's support programme to help close the gap if a child is not meeting a milestone.

The school's communication and language curriculum ensures that children are able to express themselves confidently. The nursery has a core book offer. It provides children with the emotional security of knowing a book well by revisiting different versions of the same story. Through high-quality interactions, adults evaluate children's responses, rephrase and expand their thinking.

The school integrates mathematics throughout the nursery space. Adults model vocabulary, for example matching an action to the words 'up and down' when using the grater in the playdough.

The number of children with special educational needs and/or disabilities (SEND) at the school has increased since the pandemic. Children with SEND have access to a sensory room and quieter area if needed. The offer in these rooms mirrors the main school learning opportunities but on a smaller scale with increased adult support.

Children are extremely polite and well mannered. For example, without prompting, children instinctively use please and thank you. Adults are very skilled at using de-escalating and distracting strategies to redirect children who are at risk of dysregulation. This ensures the environment remains calm and purposeful.

Staff consistently share the school's vision and values. They are incredibly proud to work at the nursery. The school's governors are very experienced. They know the school well. They question and challenge the school to ensure that there is continuous improvement.

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 second ungraded inspection since we judged the school to be outstanding in January 2015.

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	121267
Local authority	North Yorkshire
Inspection number	10322986
Type of school	Nursery
School category	Community
Age range of pupils	2 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair of governing body	Claire Head
Headteacher	Kathryn Firth
Website	www.childhaven.n-yorks.sch.uk
Date of previous inspection	26 March 2019, under section 8 of the Education Act 2005

Information about this school

- The school is a designated Stronger Practice Hub. It shares knowledge and effective early years practice with other local settings.
- The school does not use any alternative providers.

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 any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and staff.
- Meetings were also held with representatives of the governing body and the local authority.
- Inspectors carried out deep dives in these areas of learning: communication and language, mathematics and personal, social and emotional development. For each

deep dive, inspectors held discussions about the curriculum, visited the provision, spoke to practitioners and spoke to some children about their learning.

- 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 views of parents and staff were considered from meeting with them and from the responses to Ofsted's questionnaires.

Inspection team

Alison Stephenson, lead inspector

His Majesty's Inspector

Angela Harper

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024