

# Inspection of Brougham Street Nursery School

Brougham Street, Skipton, North Yorkshire BD23 2ES

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Inspection dates:	12 and 13 November 2024
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Previous inspection grade	Good

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

Brougham Street Nursery School has a special place in the heart of the local community. It is a school that reaches out and wraps its arms around the families it serves. Parents and carers value the school very highly. Parents were keen to share how this exceptional nursery school goes above and beyond to support them.

The school has extremely high expectations for all children and has developed an exemplary curriculum offer. Children participate confidently in carefully planned learning activities. They enjoy visits to the local woodlands to take part in nature activities and spend time exploring their local area. Their recent visit to the railway station is re-enacted in the classroom regularly. Children excitedly take turns to wear the drivers cap to drive the train or to walk along the carriages and stamp the passenger's tickets. This demonstrates how children are building long-term knowledge through these purposeful and exciting experiences.

The school operates a robust culture of safeguarding. Children feel safe in school. They have strong relationships with their key person and staff in the setting. Consistent adult modelling helps children to understand their own feelings and follow the school's behaviour approach. Children learn the importance of being kind and caring towards others.

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

The school has a thoughtful, comprehensive curriculum that meets the diverse needs of all children. This is personalised to enable every child to flourish. Each child has an 'on track' learning plan that captures their education journey. This plan celebrates children's achievements and personalises their next steps. This prepares children well for the rest of their educational journey.

Children with special educational needs and/or disabilities (SEND) make sustained and rapid progress. Children with SEND access a variety of additional resources to ensure learning is accessible. Adults sign as they speak and there is a visual timetable on display. Symbol cards are used consistently throughout the setting. This supports children with SEND to understand tasks and to communicate with others.

Leaders recognise that each child arrives in nursery with different experiences and ideas. The school uses this information to plan a range of further activities. Children experience a wealth of real-life experiences on which they can build their learning. The setting provides an abundance of opportunities for children to embed learning, as they re-enact their exciting visits through imaginative play. Staff use their knowledge of their key children to check that all children can access a range of purposeful activities. The school plans meaningful opportunities to enhance children's cultural awareness. For example, children visit the local mosque. They learn about the religious routines and traditions such as changing their shoes and washing their hands. They learn about the festival of Eid. Through these activities, children gain an early appreciation of the diversity of modern Britain.

Children are encouraged to be curious about the world around them, answering 'big questions' set by staff. This term, children are finding out 'How could we get there?'. Children learn about transport past and present. They enjoy activities such as visits to bus and railway stations and the local bicycle shop. This inspires children to explore travel in other countries. Leaders provide opportunities to learn about trains in the local area as well as trains in rural Australia and Japan. Children explore maps to find the country which hosts the Shinkansen, Japan's 'bullet train'. This expands children's knowledge of the world and ignites their interest in the world around them

The nursery classroom is calm and welcoming. Adults are strong role models. They positively reinforce good behaviour and use restorative conversations to support children when less positive choices are made. Behaviour is seen as a form of communication. Adults in the setting work closely with children to help them translate their actions into words. This positive approach supports children to regulate and communicate their emotions. Children explain how they are feeling and why. They demonstrate self-control and understand the importance of taking turns and sharing with others.

Staff and governors are extremely proud of their school. There is commitment to ensuring that children receive the very best start to their education. The school has recently refined and sharpened the strong systems already in place. The whole-school community works together to provide the very best for every child. The members of the staff team have the utmost praise for the school. They appreciate the school's support and consideration of their well-being.

## **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 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>	121268
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10322987
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	41
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Anne-Marie Merrifield
<b>Headteacher</b>	Jonelle Yeoman
<b>Website</b>	<a href="http://www.broughamstreetcommunitynurseryschool.co.uk">www.broughamstreetcommunitynurseryschool.co.uk</a>
<b>Date of previous inspection</b>	18 May 2023, under section 8 of the Education Act 2005

## Information about this school

- The current head teacher and SENDCo took up their interim positions in September 2024.
- The school provides full-time and part-time places for children aged three and four years old. It also provides wraparound care before and after the main school day.
- The school has a linked early years provision. This provision provides care for children from birth to three years of age.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- Inspectors met with the headteacher, the senior leadership team including the SENDCo, the teaching team, the inclusion team and the staff and resources manager. Inspectors also spoke with members of the governing body and a representative from the local authority.
- The inspectors carried out deep dives in these areas of learning: communication and language; personal, social and emotional development; and mathematics. Inspectors discussed the curriculum with leaders and spent time observing children in the setting. This included observing the quality of the interactions between staff and children and the daily routines that staff have established.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and children; and considered the extent to which the nursery has created an open and positive culture around safeguarding that puts children's interests first.
- Inspectors spoke with parents and considered the responses to the online survey, Ofsted Parent View, and the responses to Ofsted's free-text service. They also considered the responses to the staff survey.

### **Inspection team**

Zoe Lightfoot, lead inspector

His Majesty's Inspector

Elaine Watson

Ofsted Inspector

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