

Little Hayes Nursery School

Inspection report

Unique Reference Number	108895
Local Authority	Bristol, City of
Inspection number	288219
Inspection date	15 May 2007
Reporting inspector	Mo Roberts HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number on roll	
School	79
Appropriate authority	The governing body
Chair	Sylvia Fryer
Headteacher	Sue Rolfe
Date of previous school inspection	11 June 2002
School address	Symington Road Fishponds Bristol BS16 2LL
Telephone number	0117 9030405
Fax number	0117 9030404

Age group	3–5
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Introduction

The inspection was carried out by one of Her Majesty's inspectors.

Description of the school

Little Hayes Nursery celebrates its 50th anniversary this year. It serves the Fishponds area of Bristol. The area from which the children attend is increasing in diversity and a third of the children now have English as an additional language. Four out of ten children are eligible for free school meals. The number of children with learning difficulties or disabilities is high and nine children have individual programmes; one has a formal statement of need. There is a community room at the school and a variety of extra family services are offered. The decision regarding Children's Centre status is pending.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

'Little Hayes shows exceptional care and commitment to every child. They put a huge effort into making nursery fun, educational and safe.' This quote from a parent captures the essence of this outstanding nursery. Parents are fully involved in their child's experience; they are encouraged, for example, to help children select their activities for each session. Together with the child, they make a record of these activities, which is reviewed later in the day. Children's thinking skills and decision-making are central to the routine and this gives them enhanced confidence to explore and learn. Children's personal and social development is carefully nurtured so that their self-esteem grows daily. Their spiritual, moral, social and cultural development is strongly supported. Staff are good at promoting a sense of awe and wonder at the natural world. Children learn to be responsible for the beautiful garden and to look after their classroom and toys. Detailed planning and innovative programmes such as the 'peer massage', done to tranquil music, help children to relate to each other and their emotions. This leads to excellent behaviour and thoughtful resolution of any minor conflicts that arise.

Teaching is good, and sometimes outstanding, especially when children work in small groups. Staff adapt their plans well for every child and are adept at following children's own ideas as they arise. They work effectively as a team and reflect together on what works well and what can be developed further. Plans are regularly adapted and changed to build on the children's enthusiasm. The afternoon group time includes some younger children and it could usefully be further adapted, on some occasions, to give them even more opportunities for participation.

Care, guidance and support are outstanding. Parents are fully informed of the progress their children make. If families or children need any extra support, the school is proactive in seeking a prompt solution. There are many examples of the staff 'going the extra mile' to meet particular needs. Due to this approach, all children, including those with learning difficulties or disabilities and those learning English as a new language, make good progress and achieve well.

The nursery benefits from the outstanding leadership of a quiet, determined and dedicated headteacher. She successfully supports and guides staff, children and parents and has a profound understanding of child development, as well as family and community needs. She and the governors have a good understanding of the strengths and weaknesses of the nursery, although they were unduly modest in the grades given in the nursery's self-evaluation. School data for the last five years shows how well various groups have each progressed. Data is analysed carefully mid year to ensure the program is adapted as necessary to see that each child and group of children reach their full potential. Excellent recent initiatives in relation to data analysis and keeping children healthy demonstrate the school's capacity to improve even further.

What the school should do to improve further

- consider adapting the afternoon main group time so that the younger children have even more opportunity to participate.

Achievement and standards

Grade: 1

Within three weeks of arrival, staff have carefully assessed each child's level of understanding in relation to the six areas of learning in the Foundation Stage. This information, which builds on discussion from home visits and observations in the nursery, is then discussed again with

parents to ensure that it gives a rounded picture of the child. Children's progress is then closely monitored throughout the year by regular observations. Key developments are recorded. Each child leaves with a detailed summary of their progress from their starting points. These brief clear summaries demonstrate how exceptionally well children achieve in their time in the nursery, many from low starting points. Most reach the expected level on the coloured 'stepping-stones' that build towards the Early Learning Goals. It gives the parents and the receiving school a good overview of progress. It is noteworthy that this system, developed at Little Hayes, is being adopted across all nursery schools in the local authority.

Personal development and well-being

Grade: 1

Personal development and well-being is outstanding. Children love coming to the nursery; this was something commented on by parents as well as the children. They especially enjoy the excellent outdoor environment. There is plenty of exciting equipment to encourage healthy robust physical activity and it is enthusiastically used. Children who stay all day enjoy a happy 'family style' lunch where staff take great care to ensure they have good food and conversation. Children benefit from the advice parents have been given about providing healthy lunchboxes for those who do not have the hot lunch. Attendance levels are good. The nursery has justifiably received an 'inclusion award'; staff are very skilful at making everyone welcome. They are sensitive to those children learning English for the first time, allowing them plenty of time to watch and to gain confidence. Children are kept safe and all staff are well aware of how to implement the child protection policy. Safeguarding procedures are secure. The nursery makes a very positive contribution to the local area through its environmental and charity work, as well as social and cultural events. These are all aimed at the children's level of understanding. For example, they compost their snack-time leftovers for the garden and have recycled old Wellington boots as plant pots. The latter are well displayed amongst their sculptures in a specially designed garden gallery.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning is at least good and is sometimes outstanding, especially in some small group activities. The staff are extremely good at supporting children's vocabulary development and their thinking and problem-solving skills. They listen well and give children plenty of time to explain their thoughts and ideas. For example, good discussion was observed when children were exploring mixing flaked mashed potato with water. Children made predictions and thoroughly enjoyed finding out how much water was needed to increase the volume of the dry flakes. Good use is made of information and communication technology, including interactive whiteboards, floor toys and child height computers. A research project is planned using DVD recording of nursery events to stimulate children's speaking and listening skills. The outdoor theatre allows children to explore the creative arts through performances, such as those involving African drumming. Children learn to be independent to make choices. The personal and social development programme has taught them to look at other's faces for clues about how people feel. This enables them to negotiate solutions to some of their own problems. The teaching teams work well together to ensure children are stimulated and challenged in a wide variety of well-planned activities. However, younger children 'flag' in the larger group in the afternoon and those who stay all day also need a little extra attention at that time of day. The staff's

knowledge of the young children is excellent and underpins all they do to successfully promote learning.

Curriculum and other activities

Grade: 1

The outstanding curriculum has comprehensive coverage of all areas of learning. Good use is made of visits and visitors. Children recently enjoyed their visit to the allotments. The nursery ensures children walk to local venues, including a primary school where they use the hall for additional physical education using challenging large equipment. The vibrant classrooms reflect the current theme, various cultures and celebrate children's activities. Great care is taken in the selection of resources, for example, the oilcloth used at snack time to cover the table has photographic quality vegetables printed on it. This leads to much discussion on healthy eating. Links to the creative arts are strong and have included dance, drumming and sculpture. Sensory work is of high quality and successfully involves all children.

Care, guidance and support

Grade: 1

Outstanding care, guidance and support are given to all children. Staff well-being is also carefully considered. The strong partnership with parents ensures any issues that arise are quickly and effectively followed up. Parents are given a full opportunity to support children's learning both in the nursery and at home. The nursery has good links with many agencies, including social services, health and community police force. There is a comprehensive range of policies which are fully implemented to ensure race equality and equal opportunity. It is evident that all children feel valued and able to participate freely in the diverse activities. The community room is used as a resource to further support various groups and family learning.

Leadership and management

Grade: 1

Leadership and management are outstanding. Teaching and learning are accurately monitored and good pointers are given for future development. The school is well presented and has thorough administrative systems. Data analysis is good. The headteacher has successfully bid for additional funds and looks for creative solutions to problems. The school improvement plan is detailed and leads to well considered developments that improve the nursery for the children. The garden, for example, has taken years of steady improvement to bring it to such a high standard. The governors take an active interest in the nursery, each having a specialist area on which they report. Although some are relatively new, there is a sensible governors' development plan in place. Experienced governors hold the nursery to account through well organised committees and they challenge as well as support the headteacher. All issues raised at the last inspection have been successfully dealt with. Strategic planning is, however, currently held up as a decision by the local authority regarding potential Children's Centre status is awaited.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

16 May 2007

Dear Children

Inspection of Little Hayes Nursery School, Bristol BS16 2LL

Thank you very much for making me welcome at your nursery. I had a lovely day watching all the exciting things you do. Thank you as well for helping me to find things and telling me about what you do at nursery on other days.

You go to a very special nursery - we use the word 'outstanding' to show that it is really good. Every day there are exciting activities for you to try and I especially enjoyed seeing you experiment with the flaked potato and the finger paint on the table top. You look after the garden well and are good at trying healthy food. I am pleased to hear how many of you walk to nursery and to see you riding the bikes with gusto in the garden - so you get lots of exercise. Lunch times are friendly and happy.

Well done for taking turns filling the compost bucket and emptying it. I liked your recycled 'welly plant pots'. You are kind to each other and try hard to behave well. I thought some of the little ones found it hard sitting in the circle time in the afternoon, so I have asked your teachers to think about other ways of arranging it to involve each child a bit more.

Your teachers are very good at seeing that you are safe and that you learn lots and lots. Sue, your headteacher, works very hard to make sure everything goes smoothly at your nursery. She does a great job for you and your families. She makes sure everyone is welcome and learns well.

I hope you will continue to enjoy your explorations and that you continue to keep sharing your ideas and being kind to each other. Best wishes

Mo Roberts Her Majesty's Inspector.