



Hedon Nursery School

Inspection Report

Unique Reference Number 131416
Local Authority East Riding of Yorkshire
Inspection number 293748
Inspection date 30 November 2006
Reporting inspector Kathryn Dodd

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

Type of school	Nursery	School address	Market Hill
School category	Maintained		Hedon, Hull
Age range of pupils	3–4		HU12 8JB
Gender of pupils	Mixed	Telephone number	01482 891396
Number on roll (school)	129	Fax number	01482 891396
Appropriate authority	The governing body	Chair	Mrs Beth Featherstone
		Headteacher	Mrs Karen Hunter
Date of previous school inspection	1 March 2002		

Age group	Inspection date	Inspection number
3–4	30 November 2006	293748

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This large nursery school serves the town of Hedon and surrounding villages. Children attend part-time, either mornings or afternoons. They are from a mixture of social backgrounds, although mainly White British families. The proportion of children with learning difficulties and/or disabilities is very low. A new headteacher has been appointed since the previous inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Hedon Nursery has many exceptional features that make it outstanding overall. This judgement matches the school's own evaluation and that of parents. Parents are overwhelmingly positive about all aspects of the school's work. They rightly identify that their children quickly understand that 'going to this warm, happy and very caring school is an extremely exciting and enjoyable thing to do'. Children are very enthusiastic and have total enjoyment of the many fun, interesting and challenging activities provided. As a result, children are developing extremely positive attitudes and a desire to learn which prepares them very well for future learning. Making sure that children enjoy learning, do as well as they can, keep safe and healthy and play an active part in the community have high priority in the curriculum and in the day-to-day life of the Nursery.

Everyone agrees that the Nursery has improved since the last inspection. The excellent leadership of the headteacher provides a very clear direction. She continually looks for even more exciting and interesting ways to present learning opportunities so that the children receive the best possible start to their education. Staff share this strong sense of common purpose. A clear focus on continued staff development at all levels, which is very effectively shared, ensures a consistency of approach to achieving goals. As a result, high quality teaching and learning makes a significant contribution to the Nursery's success. Together, leaders and staff have developed an outstanding curriculum that is particularly well organised and resourced. It is balanced by a clever mix of both adult- and child-initiated activities. As a result, children effectively develop the skills that increase their independence, creativity, curiosity and understanding.

Thorough day-to-day recording of children's achievements, along with careful identification of what they need to learn next, ensures that sufficiently challenging work meets the learning needs of all children. The result of this provision is seen in children's outstanding progress in all the areas of learning. Consequently, standards are above those expected of children of this age by the end of Nursery, and even higher than this in some aspects of personal, social and emotional development.

In pursuit of excellence, leaders have pinpointed areas for refining and improving provision still further. They have not yet, however, made full use of the good quality information already collected about children's progress. As a result, plans to raise attainment further are not specific enough to give everyone a clear view of precisely where to focus attention. Nevertheless, the school has an accurate view of its overall effectiveness. This is an outstanding Nursery, proving excellent value for money and is very well placed to capitalise on past success to improve in the future.

What the school should do to improve further

- Make better use of the information collected about children's progress when setting priorities for improvement.

Achievement and standards

Grade: 1

When children start Nursery, their attainment is broadly typical for children of their age. A few children enter with lower speaking and listening and personal, social and emotional skills. Girls and boys make outstanding progress and have started to make up for their previous weaknesses, particularly in aspects of personal, social and emotional development. As a result, by the time they leave, most children reach above the standards expected in all six areas of learning. A small proportion of children reach standards that are well above those expected. This is because the progress of individual children is tracked extremely closely to make sure they all reach the high standards expected of them. Teachers skilfully adapt plans for future learning to reflect children's individual needs. Children with learning difficulties and/or disabilities thrive in this very caring environment where staff effectively attend to their individual needs; consequently, they achieve as well as other children.

Personal development and well-being

Grade: 1

Children's personal development and well-being, including spiritual, moral, social and cultural development, are excellent. A love for learning is clearly evident among all the children and is reflected in their good attendance. Children are polite and friendly with adults and one another. They show high levels of concentration, whatever they are doing. Children behave extremely well because they are purposefully engaged in interesting and stimulating activities that provide continual challenges. Children are eager to make their own decisions and to follow up their particular interests. Taking responsibility for their own learning effectively furthers their social development. Children are developing a keen sense of right and wrong. They understand that, in order to keep themselves safe, it is unwise to run inside. They remind one another of the rules and of appropriate ways to behave. Staff encourage children to eat healthily and drink regularly. The newly developed outdoor learning area provides increased opportunities for taking part in physical activities. Children delight in using computers and the computerised whiteboard. This introduction to modern technology, along with the outstanding progress in all other areas of learning, equips children with the valuable skills they need for a successful future.

Quality of provision

Teaching and learning

Grade: 1

The meticulous organisation and planning of activities that capture children's interests and challenge their thinking make a significant contribution to the high quality of the teaching and learning found in all areas of the Nursery. Teachers, nursery nurses and other adults work extremely effectively together. Weekly planning meetings ensure

that everyone is fully aware of what children are going to learn. As a result, opportunities to help individual children to achieve well are not overlooked. Staff know the children particularly well and record evidence of their progress regularly. This ensures that work builds step by step on children's earlier achievements. Teaching and learning in personal, social and emotional development are exceptionally good. This is because staff are warm, respectful and consistent in their expectations of the children.

Curriculum and other activities

Grade: 1

The curriculum is exceptionally good. The outstanding range of activities, which are always on offer, match children's needs and interests very well. Children benefit from a careful mix of opportunities to select their own activities or to be guided in a more structured way by staff. This ensures that children are able to talk with adults at every step, while developing confidence to make their own learning choices. Activities are planned around specific themes which cleverly link all areas of learning. Imaginative resources and many first hand experiences stimulate children's interest and fire their imaginations. Children's curiosity and desire to ask questions are encouraged, for example, by visits into the locality. As a result, children are making rapid progress in their personal, social and emotional development. The development of the outdoor curriculum since the last inspection has made a good contribution to achievement in all areas of learning.

Care, guidance and support

Grade: 1

Parents agree that the quality of care provided by the school is outstanding. All adults make the school a very safe place to learn. There are well-thought-out procedures for protecting and safeguarding children, and health and safety is a high priority. Adults are committed to children's welfare; they know the children and their specific needs very well. Nominated pastoral support teachers ensure that children always have an adult to go to if they are worried or need help. As a result of the very warm and caring welcome from staff, regular daily routines and the total enjoyment of their activities, children settle quickly into Nursery life and feel safe and secure. Systems for assessing the academic and personal achievements of individual children are clear. Staff use this information particularly well on a day-to-day basis to pinpoint children's next steps for learning and to provide them with outstanding guidance and support. Parents appreciate how well their children are doing, and are delighted with how much they are learning.

Leadership and management

Grade: 1

Leadership and management are outstanding. The success of the school is founded on the extensive experience and commitment of the headteacher, who clearly understands how young children learn best. She values highly the contribution of

everyone and inspires staff to work together to bring about further improvement. As a result, the school benefits from particularly highly qualified teaching practitioners, who ensure that outstanding teaching practices are applied consistently. As a team, leaders and staff have planned and provided an outstanding curriculum that enables children to make great strides in their learning. Governors, many of whom are new, are playing an increasing part in checking how well the school is doing. In pursuit of excellence, school improvement planning has focused on making sure that the already outstanding provision is fine-tuned. Key priorities for improvement, however, are not specified. This is because leaders do not yet make full use of the information collected about children's progress over time to pinpoint precisely whole school priorities. Nevertheless, self-evaluation is accurate and the successful strengthening of provision and achievement since the last inspection demonstrates excellent capacity to continue to improve in the future.

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?	2
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	2
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	1
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?	1
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.

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	2
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

Hedon Nursery School

Market Hill

Hedon

Hull

HU12 8JB

30 November 2006

Dear Children

Thank you for welcoming me and for showing me the things you do each day. I really enjoyed my visit and wish that I could have stayed longer to watch you play and learn, especially to see you getting ready for your Christmas show.

I agree with you, your parents and with the school that you come to a wonderful Nursery. How lucky you are! It was good to see you all arriving smiling and ready to work and learn together. I can see why you enjoy coming so much. All the adults care about you a great deal. They give you so many chances to do lots of things that are really exciting, interesting and fun, so that you want to learn. I expect this is why you all behave so well and learn so much. I was really impressed by the way you got on with one another and that you are learning how you can keep yourselves and your friends safe.

All the adults who work with you are really clever because they make sure you are getting the very best start to your learning. They are looking for even more ways to make your time spent in the Nursery the best that it can be. Your teachers write very good things about what you can do while you are playing so that they know what they should give each of you to do next. I have asked your Nursery to work out what you do best and what you might be able to do even better. This should help them to make sure that you are equally good at everything by the time you start full-time school.

I hope that you have a lovely Christmas and enjoy the rest of your time at Nursery.

Best wishes

Kathryn Dodd

(Lead inspector)