

# Little Hayes Nursery School

## Inspection report

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<b>Unique Reference Number</b>	108895
<b>Local Authority</b>	City Of Bristol
<b>Inspection number</b>	337173
<b>Inspection dates</b>	9–10 March 2010
<b>Reporting inspector</b>	Shirley Billington

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	76
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Sweeting
<b>Headteacher</b>	Shirley Doveton
<b>Date of previous school inspection</b>	15 May 2007
<b>School address</b>	Symington Road Bristol BS16 2LL
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed five lessons, several small-group and independent activities and saw all teachers and support staff teaching. They held discussions with staff and governors. They observed the school's work and looked at a range of documentation including long- and short-term planning, the school improvement plan and records of children's progress. Fifty six questionnaires returned by parents and carers were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which children's progress is equally good in all areas of learning
- the adaptations being made to provision to meet the particular needs of children learning English as an additional language
- the impact of strategies to improve communication skills, particularly for boys.

## Information about the school

This small nursery provides education for three-to-four-year-olds prior to their joining Reception classes in nearby primary schools. Most children attend on a part-time basis, but a minority attend full time. The nursery is linked to a local children's centre and aspects of provision are shared with the centre.

A minority of children have special educational needs and/or disabilities. Most of these children have speech and communication difficulties; a few have behavioural and/or emotional needs. The nursery serves an increasingly diverse community. A small, but growing, proportion of children are from a variety of minority ethnic groups and several are in the early stages of learning English as an additional language.

The headteacher took up post in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

The opportunities that our children have are amazing.' 'The staff are very committed to the children and the school.' These comments summarise the high degree of satisfaction that almost all parents and carers expressed in relation to all aspects of the school's work. This confidence is justified; this is a school where every child is known exceptionally well and given carefully tailored support in order to meet his or her individual needs. As a result, children thrive, both personally and socially, and are well prepared for the move to Reception classes. The school is particularly successful in supporting children with complex difficulties and ensuring that they are helped to benefit from the wide range of learning opportunities on offer. Excellent partnerships with a range of agencies, and with parents and carers, make a significant contribution to children's learning and well-being.

Children make good progress, particularly in their personal, social and emotional development. They grow in confidence and develop very positive attitudes to learning. Their appreciation of the wider world and contribution to the community is exceptional, given their ages and stages of development. They talk eagerly about the flowers and vegetables they are growing, learn to use a variety of ways to represent their ideas through art and music, and enjoy visits to a local special school and entertaining older residents in a nearby centre. Children have an excellent understanding of how to stay healthy; they enjoy a variety of fruits at snack time and are very active in the outdoor area.

Individual children's progress is tracked systematically, using learning diaries to record their significant achievements. Until recently, this information has not been summarised to enable staff to compare how well children do in each area of learning. A structure has been put in place for this, together with a system to track the progress of each cohort of children from point of entry to the time when they leave the school. This is a good development, but it is still in the early stages. As yet, staff are not in a position to evaluate the progress of different groups to check whether all are doing equally well.

Children have good opportunities to learn through a wide variety of stimulating activities both in classrooms and outside. The outdoor area is spacious, imaginatively organised and particularly well-equipped to promote children's physical development and their knowledge and understanding of the world. It is less well-resourced for promoting early literacy and numeracy skills. Children are eager for new experiences and make particularly good gains through practical, hands-on tasks. Occasionally, focused group sessions last for a little too long and concentration wanes on these occasions, particularly for boys. Staff pay good attention to promoting children's language skills, often by 'talking through' activities alongside groups and individuals and asking pertinent

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questions to extend their thinking. At times, however, opportunities are missed to encourage children to use new vocabulary for themselves and thereby enhance their ability to express their ideas and understanding. While children learning English as an additional language are well supported and participate in all activities, there is no specific means of assessing their understanding and developing competence in the use of English. This limits the ability of staff to closely tailor activities to meet these children's specific needs.

The headteacher sets a clear direction for the school's future development. She shares a vision with staff and governors for further expansion of provision to meet the wide range of needs within the community. A good start has been made with the introduction this year of separate teaching arrangements for the very youngest children. While it is too early to evaluate the effectiveness of this development, staff consider that they are better placed to meet these children's needs and parents and carers are very positive about the start that their children are getting. There are comprehensive plans for the further improvement of the school, building on its firm foundations and considerable successes. Leaders have an accurate view of the aspects of provision that could be further developed. The school has good capacity for sustained improvement.

## What does the school need to do to improve further?

- Refine the analysis of data on progress in each area of learning to inform regular checks on the achievement of different groups.
- Improve the engagement of boys in their learning by
  - adapting teaching strategies to maximise the time that children are involved in practical activities
  - extending the use of the outdoor area to support the development of children's knowledge, skills and understanding in all areas of learning.
- Improve the development of children's speaking skills by
  - implementing a focused programme to assess and develop the skills of those in the early stages of learning English as an additional language
  - taking every opportunity to encourage children to use new vocabulary and to extend their ability to express their ideas.

## Outcomes for individuals and groups of children

**2**

Children thoroughly enjoy school and are enthusiastic about new experiences. A group of children were fascinated as they observed blocks of ice beginning to melt, talking with delight about how the ice felt and eagerly identifying objects, such as pine cones, that slowly became visible as the ice melted. Children behave well and show good awareness of safe practices. Many show a sensitive understanding of the needs of their friends, particularly those with difficulties. They understand that they need to help with tidying up after activities and are beginning to appreciate the importance of contributing to environmental improvements, for example through recycling.

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Careful observation of individual children means that staff can plan the next steps in their learning and ensure their good progress. While children do well in all areas, they make particularly good gains in their personal and social development, an aspect of learning that has high priority. Children with special educational needs and/or learning difficulties make good progress in relation to their individual targets.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Children's attainment <sup>1</sup>	2
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<b>The extent to which children feel safe</b>	<b>2</b>
<b>Children's behaviour</b>	<b>2</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Good relationships at all levels underpin the success of the provision in promoting children's personal development and ensuring their well-being. Staff give a good deal of thought to organising stimulating experiences to engage the children's interests, for example in providing a variety of mirrors to explore reflections and symmetry. Sessions have a clear structure but there are times when learning is inhibited, particularly for boys, by the need to listen for a lengthy period. The outdoor area provides a wonderful range of opportunities for children to expend their energy, experiment and explore, for instance in seeing what happens when balls are rolled down a hill through

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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different-sized pipes. However, the potential of the area is not used to its full extent to promote learning in all areas, particularly in language and literacy and in numeracy. Good attention is paid to providing sensitive support for children with special educational needs and/or disabilities. Staff are also very quick to pick up and support children and families experiencing short-term difficulties, an aspect of provision that several parents and carers praised.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The incoming headteacher has clarified roles and responsibilities of staff at different levels so that all share a clear sense of purpose. Morale is high and staff feel engaged and empowered in implementing improvements. Partnerships with a range of agencies are exceptionally strong, ensuring a quick response to families' needs. Links with the nearby children's centre have been strengthened and the school is making good use of its facilities, particularly to offer parents a range of opportunities, such as joining a dads' and grandads' cooking group. Governors are currently reviewing their structure to enable them to engage more effectively with the strategic management of the school. Arrangements for child protection, supervision of children and site security are very tight, but some policies related to safeguarding are overdue for review.

The school recognises and celebrates the increasing diversity of the local community. Children's global awareness is raised through celebrating a variety of festivals, the use of dual language texts and cooking food from around the world. There is no room for discrimination and staff are proactive in welcoming families from a wide variety of backgrounds. All children have equal opportunity to benefit from what is on offer, but the lack of a system to evaluate the progress of different groups means that leaders cannot check on whether all do equally well.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
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<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>  2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

There was a high response rate to the questionnaires. Parents and carers are overwhelmingly positive about almost all aspects of the school's work. All are happy with the overall quality of their children's experiences.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Little Hayes Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The team received 56 completed questionnaires by the end of the on-site inspection. In total, there are 76 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	51	91	5	9	0	0	0	0
The school keeps my child safe	46	82	10	18	0	0	0	0
The school informs me about my child's progress	42	75	14	25	0	0	0	0
My child is making enough progress at this school	41	73	15	27	0	0	0	0
The teaching is good at this school	47	84	9	16	0	0	0	0
The school helps me to support my child's learning	37	66	19	34	0	0	0	0
The school helps my child to have a healthy lifestyle	42	75	14	25	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	33	59	20	36	1	2	0	0
The school meets my child's particular needs	41	59	16	36	0	0	0	0
The school deals effectively with unacceptable behaviour	39	70	17	30	0	0	0	0
The school takes account of my suggestions and concerns	38	68	18	23	0	0	0	0
The school is led and managed effectively	41	73	13	23	2	4	0	0
Overall, I am happy with my child's experience at this school	50	89	6	11	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of children.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 March 2010

Dear Children

Inspection of Little Hayes Nursery School, Bristol, BS16 2LL

I had a lovely time at your nursery and really enjoyed seeing all the exciting things that you do. You thoroughly enjoy your activities in the outdoor area and I could see that you are learning new things all the time. Yours is a good school. Your mums, dads, grandparents and other people that look after you are right to be so pleased that you go there.

Some of the things that I thought are particularly good are these:

- Staff take very good care of you, particularly if you need some extra help.
- You behave well, look after each other and are learning how important it is to eat healthy food and keep active.
- You are helping to make the world a better place through recycling, growing vegetables, working with your friends at the special school and entertaining the older people in your community.
- You enjoy your learning and you are well prepared for the move to 'big school'. Some of you told me that you are already looking forward to going there!

Those in charge of the school are always looking for ways to make it better and help you to learn even more. There are three things that I have suggested they need to do now:

- Make sure that they check that you are all doing as well as you possibly can in all that you learn.
- Keep all of you, but particularly boys, busy with your learning and make sure that you do not have to sit still or listen for too long.
- Help you to use new words and sentences to explain all your good ideas.

You can help by talking to your teachers about what you most enjoy doing. Thank you for making me so welcome on my visit. I really enjoyed tasting the pink and green marble cake that you made. I thought you were very clever at finding different ways to crack the eggs and add them to the mixture!

Yours sincerely

Shirley Billington

Lead Inspector

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