

# Bridlington Nursery School

## Inspection report

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<b>Unique Reference Number</b>	117695
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	339054
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Joe Peacock

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>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	107
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Simone Wilkinson
<b>Headteacher</b>	Mrs Kay Roantree
<b>Date of previous school inspection</b>	25 April 2007
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent half of inspection time looking at learning. They visited eight lessons and observed all teachers and assistants who work directly with the children and all children learning independently during both morning and afternoon sessions. They visited the Children's Centre and inspected the Sunshine day care provision for children in the baby room upstairs and in the two-five-year-old room on the ground floor. Inspectors held meetings with governors and staff, talked to parents and children, and looked at school planning and assessment data. They examined the school's documentation including improvement planning and that relating to safeguarding and children's welfare. They scrutinised 36 questionnaires returned by parents and 13 from staff.

- the progress children make in all areas of learning and their personal development
- the quality of provision for all groups of children
- how effectively leaders, managers and governors are evaluating all aspects in order to bring about further improvement.

## Information about the school

Bridlington Nursery school is above average in size. The overwhelming majority of children are of White British heritage and occasionally there are a few children from Traveller families. The proportion with special educational needs and/or disabilities is below average. The Nursery provides morning and/or afternoon education for children aged three to four. It is an integral part of East Riding Children's Centre which moved into purpose built accommodation in June 2007. The centre provides a comprehensive range of support for children and their families in partnership with other local services. Day care for young children between nought and five years of age is provided all year round between 7.30 am and 6pm in the Sunshine Nursery in the Children's Centre. Only about half of children in day care transfer to the nursery school. The rest join other schools in and around Bridlington.

**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?**

**1**

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

**1**

## Main findings

It was one small step from the temporary accommodation across the road into the new children's centre building, but it resulted in a giant leap in improvement, brought about by the combination of stunning new accommodation and the skills and knowledge of the inspirational new headteacher.

Bridlington Nursery is outstanding. The day care provision in Sunshine Nursery offers an excellent quality of care and education. Children attending both settings benefit from staff working in close partnership to share expertise. There is a common aim, 'to make a difference for children and families in the community' and all staff are totally committed to doing the best they can to meet this aim. As a result, the different needs of children of all ages and abilities are met, enabling all to thrive and make good progress. The generous staffing ensures that children with special educational needs and/or disabilities receive the close support and expertise they need. This is supplemented by support such as portage in the children's centre, where specialists work with children and their parents to meet individual needs. As a direct consequence, most of these children make outstanding progress.

Children are very happy at school and in day care. They settle quickly and soon become engrossed in the many interesting and exciting activities that surround them. Children attend well and thoroughly enjoy playing together and sharing resources. Most achieve well and make good progress. By the end of Nursery, almost all reach the expected level for their age. They make particularly good gains in their personal and social skills, mathematical development and in their communication skills. This, along with the many opportunities to learn independently, prepares them successfully for the next stage of their learning.

The outstanding quality of teaching and learning is instrumental in developing children's curiosity and fosters an enthusiasm for new learning experiences. Detailed daily assessments ensure that children build progressively on their knowledge and skills. However, it is not always made clear in the day care which skills are the focus for development in the planned activities. Children are confident and feel safe at all times. Leadership and management is a key strength of the school, with governors and all staff sharing the headteacher's ambitions. Self-evaluation is widely shared and staff have an accurate picture of strengths and areas to be improved further. The nursery and day care are cohesive settings offering equality of opportunity for all. However, there has not yet been the necessary evaluation and planning for the provision of community cohesion. The school has come a long way since the previous inspection and given the expertise available from staff and governors, it has an excellent capacity to improve

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further.

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

- Evaluate provision for community cohesion and prepare action plans to develop children's knowledge and understanding of differences and diversity in each setting and in the local and wider world communities.
- Ensure that weekly planning in Sunshine day care is more specific about the skills to be learnt when activities are planned for each of the six areas of learning both indoors and out.

## Outcomes for individuals and groups of children

**1**

Children invariably make good progress from their generally below average starting points because of the outstanding provision for them in both the day care nursery and the nursery school. Many are known to staff from birth as they attend the many support and advice sessions in the children's centre and its satellite organisations with their parents and carers. Assessment data and inspection evidence clearly shows that almost all attain expected levels for their age by the end of their time in Nursery. Records show that just over half of all children make outstanding progress in some aspects of their learning and development. Linking letters and sounds is a focus for the current year as performance in this aspect was found to be comparatively weak compared to children's performance in other areas. Children are now doing well in learning their letters and sounds, as seen in the focus group sessions and when children write Chinese New Year cards for their parents. Most make very good progress in their personal, social and emotional development, their communication skills and in their mathematical knowledge because of the emphasis given to these areas and to the quality of teaching. Children confidently ordered Chinese food from the outdoor 'takeaway' and paid for it with the correct coins. Their skills using computers and modern technology are well advanced for their age because of the quality of resources and staff expertise. They demonstrated a competence beyond their age when using the new laptop computer and racing programmable toys.

Children thoroughly enjoy day care and the nursery school. 'He comes and leaves with a huge smile on his face' was a typical comment from parents. Behaviour is excellent and impacts on how safe children feel and their excellent relationships with staff. Younger children feel safe and secure enough to approach adults and show what they are doing or for babies to sleep when they need it. Children follow well-established routines and immediately respond to the tidy-up music. They know the names of fruits, vegetable and salad items and that these are good for them. They have a good understanding of healthy foods and follow good hygiene rules set by staff. All have an excellent social and moral awareness. They are kind and considerate to one another and delight in the activities provided for them. The celebrations for Chinese New Year, for example, enhance their considerable knowledge of other cultures and religious festivals such as Diwali. Self-reliance and independence are strengths of their development and their joy

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of learning ensures that they are well prepared for the next stage of their education.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</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>	3
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	1
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>2</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?

The quality of teaching and learning in the nursery school is outstanding and senior managers ensure that staff expertise is shared between the two settings so that all children benefit from high quality provision. Children with special educational needs and/or disabilities make outstanding progress because staff make use of the full range of resources available through the children's centre.

The excellent ratio of adults to children ensures that individual learning needs are met. In the day care baby room, for example, five staff and two students supported eight children under two years of age. They were stimulated to play and explore and watched over in a caring, soothing way when they wanted to sleep. The ratio of one adult for every three children in the two to five year-olds room in Sunshine Nursery, also ensures individual support for children's independent learning in the spacious well-organised accommodation both indoors and outside. There is equal emphasis on indoor and

<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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outdoor learning, but planning does not always identify the key skills to be learnt.

Throughout, all children have their own key worker (member of staff). The care, support and guidance provided is exceptional. In the nursery school, daily focussed learning sessions are planned for groups of children which develop specific skills, such as using modern technology or linking letters and sounds. There are close links between learning indoors and outside, helping children to consolidate essential skills. Regular observations by staff in the school and day care inform them about children's particular interests and their achievements. These observations and assessments are used exceptionally well in the nursery school to plan ever more challenging tasks. Sticking black and orange tiger stripes on paper one day, for example, resulted in children making a three-dimensional tiger the next. Others learnt how to download their digital photographs onto the computer, which is impressive for three and four-year-olds. Detailed assessment records ensure that transfer to the next stage of children's learning does not interrupt their development.

The combination of independent choice for a wide range of interesting and challenging activities and adult-led sessions ensure that basic skills in all areas of learning are promoted most effectively. The Early Years Foundation Stage curriculum is further enhanced with music and movement and by visitors from Opera North.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

'Working in partnership' is one of the reasons for the excellent quality of all aspects of provision. The partnership with parents is a major strength and the centre facilitates close partnerships between them and a wide range of other agencies and services. The experienced headteacher, supported by a knowledgeable and highly effective governing body has the responsibility to manage this huge organisation which, through its ten satellite centres, is expected to meet the needs of families and children. The care, support and advice often begins before the babies are born and, together with the day care nursery and nursery school, the different centres offer specialised advice, training and support.

In this context, the headteacher has successfully shared management responsibilities with staff. The assistant headteacher, for example, is responsible for the day-to-day running of the nursery school and shares the same passion, ambition and drive for

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continuous improvement. Governors have their fingers firmly on the pulse of things in the school and in the Sunshine Nursery. Both these settings draw strength from working closely together. The benefits are seen through the consistently excellent quality of teaching, assessment procedures and curricular activities for each area of the Early Years Foundation Stage curriculum. Staff morale is high and all are committed to securing further improvement through careful evaluation of practice.

Comprehensive policies and procedures underpin the day-to-day running of the day care and the nursery school. They ensure all children are equally valued and supported. When Traveller children attend, for example, they have equality of opportunity and there is no recorded incident of any discrimination. All specific requirements of registration for day care are met. The requirement to fully evaluate community cohesion and to prepare an action plan to promote it in the school, the local and global communities, is not yet complete. Both settings, in practice are cohesive communities and children have a satisfactory knowledge and understanding of the wider community. There are excellent policies and procedures for safeguarding which are regularly reviewed. The site manager in particular, and a nominated governor have a first class knowledge of all that is required to ensure children's safety and welfare. All staff take part in frequent high quality training sessions to keep their knowledge up-to-date.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	1
<b>The effectiveness with which the school promotes community cohesion</b>	3
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

**Views of parents and carers**



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Parents are fully supportive of the school. They are pleased with the high level of care and the good progress their children make. Inspectors agree with their positive views. Inspectors do not agree with the very few who think the school should do more to help them support their children's learning. This help and advice is readily available. The children's centre provides a wealth of services to support families and children and along with the nursery school, has an excellent partnership with parents and carers.

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

Ofsted invited all the registered parents and carers of pupils registered at Bridlington 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 inspection team received 22 completed questionnaires by the end of the on-site inspection. In total, there are 107 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	91	2	9	0	0	0	0
The school keeps my child safe	18	82	4	18	0	0	0	0
The school informs me about my child's progress	12	55	9	41	1	5	0	0
My child is making enough progress at this school	13	59	9	41	0	0	0	0
The teaching is good at this school	13	59	8	36	0	0	0	0
The school helps me to support my child's learning	11	50	7	32	3	14	0	0
The school helps my child to have a healthy lifestyle	13	59	7	32	1	5	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)	12	55	6	27	1	5	0	0
The school meets my child's particular needs	15	68	4	18	1	5	0	0
The school deals effectively with unacceptable behaviour	12	55	7	32	0	0	0	0
The school takes account of my suggestions and concerns	13	59	7	32	0	0	0	0
The school is led and managed effectively	16	73	4	18	0	0	0	0
Overall, I am happy with my child's experience at this school	18	82	4	18	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.**



Dear Children

Your parents see you coming to and leaving Nursery with huge smiles because there are so many interesting and enjoyable things for you to do there. For example, celebrating the year of the tiger at Chinese New Year and by eating noodles with chopsticks, using computers, cameras and the bee-bots, relaxing on the swing outdoors or counting bricks you knock over in the bowling alley in the conservatory. In the Sunshine day care, everybody loved the story of the five monkeys being eaten by the crafty crocodile and the smallest and youngest had fun on the soft fall mats, crawling and rolling along before having a well-deserved sleep.

Inspectors thoroughly enjoyed their visit and could see how well all the staff looked after you. Almost everything is as perfect as it could be, but there are still two things that could be made better. The first is for your teachers to make a plan to help you to do more for your school community, for Bridlington and the big wide world. There are lots of differences for you to see and understand. The second is for Sunshine day care staff to make their plans for your activities even more detailed.

All of you need to sit in a ring, shout hip, hip hooray as loud as you can three times, and give yourselves a pat on the back for working and playing together so well. I hope that you will carry on enjoying your learning indoors and outside and having a happy time in your brilliant Nursery and wonderful day care rooms.

Yours sincerely,

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