

# Inspection of Bacup Nursery School

Cowtoot Lane, Bacup, Lancashire OL13 8EF

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Inspection dates: 15 and 16 June 2022

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

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

Parents and carers showered praise on the quality of education for children at Bacup Nursery School. They described the provision as 'amazing' and 'magical'. This nursery school is a vibrant place where everyone is totally committed to children's learning and welfare.

Children are safe and very happy. They love to explore the inspirational learning environment and to experience the fantastic activities on offer. Children know that staff are there to care for them and to support them. The excellent relationships that staff have with children help to create a calm and positive atmosphere where all children excel.

Whatever their starting point, all staff successfully nurture and foster children's talents so that they flourish. Children are exceptionally well supported in their learning and play by staff. They embrace getting involved in stimulating learning experiences from the moment that they arrive in school. The excellent start that children enjoy at Bacup Nursery School ensures that they are fully prepared for the demands of the curriculum in their next school.

Behaviour is exemplary. Children show extremely high levels of concentration and they persevere with tasks until they get them right. They teeter on the edge of their seats with excitement when teachers read stories and sing songs with them. All children take pride in their learning and they understand the benefits of cooperating with each other. Bullying is not an issue. Children forge friendships and they care deeply for one another.

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

Leaders, governors and staff deliver an innovative and ambitious curriculum to all children. They are committed to ensuring that every child who attends Bacup Nursery School, including those with special educational needs and/or disabilities (SEND), is offered the very best foundation for their future education. They are highly successful in making this happen.

Leaders systematically review their curriculum. In each area of learning, nothing in the curriculum is left to chance. Highly skilled staff, who know exactly how children learn and develop, ensure that the curriculum is delivered in a logical and systematic order. Staff ensure that the curriculum enables all children to build firmly on what they already know and can do.

Leaders value their staff. They prioritise staff's ongoing training to enable them to become experts in how to deliver the early years curriculum. This has made a significant and substantial contribution to the quality of education that children receive. As a result of high-quality staff training, coupled with a purposefully planned

curriculum, children's achievement is excellent. Children are incredibly well prepared for their next steps in education and for life in modern Britain.

Staff are trained to listen carefully to what children say, and they observe exactly what children do. Staff know just when to step in and when to step back. Consequently, children develop their confidence to try out new and challenging activities. They beam with pride when they learn new skills.

The provision for two-year-old children is a hive of activity and caters exceptionally well for this age group. Children relish learning to count while playing with the play dough. They love to listen, clap and join in with the actions as staff sing with them. A wide range of interesting and exciting activities help children to explore their environment. They listen to the sounds around them and use their bodies to paint, run and climb.

Throughout the nursery, staff seize every opportunity to use their interactions with children to develop children's knowledge of communication and language. They are quick to build on children's interest and curiosity. Staff expertly add to and reinforce new vocabulary. Adults encourage children to respond in sentences appropriate to their age.

Books, songs, rhymes and storytelling are a prominent feature of school life. At the time of the inspection, children were often seen initiating storytelling by taking a book to an adult to share with them and their friends. Staff skilfully draw on children's growing vocabulary and knowledge of story language. Children use their new vocabulary as they play with puppets and props. They often make up their own versions of the stories that they have been immersed in.

Staff are particularly effective at identifying and supporting children with SEND. They expertly use their knowledge of each child to put just the right strategies in place to make sure that children get the support that they need. Children with SEND blossom and succeed alongside their peers.

Children have extremely positive attitudes to learning because they are excited by the curriculum. They sustain their interest in activities and develop resilience and perseverance in their learning. Children are confident to share and take turns. They play exceptionally well together, often giving each other a helping hand or clapping spontaneously when their friends succeed. Staff remind children of the school rules, teaching and modelling how to have 'kind hands, kind words and kind feet'.

Leaders and governors only accept excellence for children. Governors hold leaders fully to account for their work. Staff feel exceptionally well supported with their workload and well-being. They are very proud to work at the school.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff and governors are exceptionally well trained and knowledgeable about keeping children safe. The procedures in place to identify and report concerns are well understood by all staff.

Leaders are extremely strong advocates for vulnerable pupils and their families. Where safeguarding needs are identified, support is timely. Leaders fully engage with external agencies, when needed.

The curriculum provides lots of opportunities for children to learn about safety. For example, children learn about staying safe in the woodland area which is attached to the school, and how to use kitchen tools safely when making biscuits.

## 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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

|                                            |                                                                    |
|--------------------------------------------|--------------------------------------------------------------------|
| <b>Unique reference number</b>             | 119097                                                             |
| <b>Local authority</b>                     | Lancashire                                                         |
| <b>Inspection number</b>                   | 10210890                                                           |
| <b>Type of school</b>                      | Nursery                                                            |
| <b>School category</b>                     | Maintained                                                         |
| <b>Age range of pupils</b>                 | 2 to 5                                                             |
| <b>Gender of pupils</b>                    | Mixed                                                              |
| <b>Number of pupils on the school roll</b> | 110                                                                |
| <b>Appropriate authority</b>               | The governing body                                                 |
| <b>Chair of governing body</b>             | Jayne Turner                                                       |
| <b>Headteacher</b>                         | Andrea Cooper                                                      |
| <b>Website</b>                             | <a href="http://www.bacup.lancs.sch.uk">www.bacup.lancs.sch.uk</a> |
| <b>Date of previous inspection</b>         | 27 February 2019, under section 8 of the Education Act 2005        |

## Information about this school

- The school offers provision for two-year-old children.
- Leaders do not make use of alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors spoke with the headteacher. They also spoke to the special educational needs coordinator. Inspectors held discussions with staff which focused on the well-being and the safeguarding of children.
- An inspector spoke with members of the governing body, including the chair of governors. An inspector also spoke with a representative of the local authority.
- Inspectors reviewed a range of documentation, including that relating to school improvement, safeguarding and the checks undertaken on newly appointed staff.

- Inspectors considered the responses to Ofsted Parent View, including the responses received via the free-text facility. They considered the responses to Ofsted’s staff surveys. They also spoke to children throughout the inspection.
- An inspector talked with children about their favourite books and stories. The inspector also observed children sharing a story with an adult.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, communication and language, and physical development. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teaching staff, observed children and spoke to some of them about their learning.

### **Inspection team**

Sue Eastwood, lead inspector

Her Majesty's Inspector

Maria McGarry

Ofsted Inspector

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