

Central Community Nursery School

Self-evaluation summary – Headlines – January 2023

Our context

- Central nursery has pupils aged 2-5years in the largest and oldest established nursery in Derby.
- Central is Federated with Ashgate Nursery School, the schools are only 10 minute walk apart.
- Central provides education 48 weeks of the year between 7.30am and 6.00pm.
- Our families reflect a very wide range of social economic backgrounds, including a significant number of families experiencing social deprivation. The impact of this 'diverse social mix' is a positive one where children form positive relationships with one another.
- We are privileged to be situated within large grounds, including: a community sensory garden, vegetable patches, a wildlife pond, chicken orchard and a woodland garden, all of which greatly support the delivery of the EYFS.
- Our federation allotment enables us to grow more produce and supports our work on healthy lifestyles. It supports our work on being a more visual part of the community.
- Our ERF provision closed in March 2020 when funding from the LA stopped. Children are now being funded through Element 3 bids for those with EHCPs or Early Years inclusion fund. Our SEND intake continues to rise, with many children having very complex needs.
- Our charity We Can Together was registered in August 2020 and will now be used to support our forest/farm and SEND provision.
- Our onsite kitchen has been up and running successfully since November 2019. Uptake of meals is 100%, in January 2022, with 3 children taking up to 5 FSMs per week.
- Numbers of children dipped during Covid but are now rising again.
- On entry 65% pupils are attaining levels below and significantly below those expected for children of a similar age.
- In January 2023 27% of the children on role received EYPP.
- In January 2023 32% of the children on role had SEND with 14 children requiring significant additional support.
- 31% of our children attract 20% deprivation factor funding and 35% of our children attract 20-40% deprivation factor funding.

Leadership and management

- In 2016 Ofsted judged this as good. This remains good, we know this because leaders are ambitious for the Federation and work with passion, drive and determination to provide the best possible education for all.
- Following a restructure of the teaching staff, our Federation Lead teacher works at both nurseries to drive teaching and learning following the 2021 EYFS framework.
- Curriculum leadership is innovative and is consistently developing in line with our farm and forest school ethos and approach.

- The curriculum is tailored to the children through careful observation, assessment, and planning with staff adapting the environment/resources accordingly.
- Safeguarding systems are very robust and considered outstanding. Senior leadership ensures that staff and governors are well trained and have a clear understanding of their roles and responsibilities in ensuring that everyone remains safe. They work closely with external agencies where appropriate. Any issues are recorded and acted on in a timely manner.
- The systematic evaluation of the quality of teaching and learning draws on a range of monitoring and evaluation tasks including observations, learning walks, moderation, data analysis, work/planning scrutiny and feedback from all stakeholders.
- The Governing Body includes people with a wide range of skills and knowledge. They have produced a business plan that has resulted in a more coherent understanding of the nursery and strategic planning for the next 3 years.
- Governors have a robust, systematic approach to monitoring all aspects of the work of the school
- All staff are highly committed to ensuring better outcomes for all pupils and preparing them for life beyond nursery.
- Supervision is held regularly alongside appraisal to support staff development.
- The nursery has achieved the Emotionally Healthy Schools Award which supports the wellbeing and mental health of staff, parents and children.
- We were first awarded Eco-School Green Flag in July 2020, this work is planned for in our weekly activities supporting children to understand the nursery environment and beyond. Our work linked to our curriculum goals has ensured we have maintained this award each year. We have also achieved Levels 1-4 of the RHS Gardening Award

Areas for development:

- Ensure financial viability in the future and our ability to withstand budget cuts/pressures.
- Increase parental involvement in understanding the importance of play and supporting their child's learning and development.

Quality of Education

- Our curriculum is designed to promote sequential progression through 10 goals, which build upon children's prior knowledge and experiences.
- Experienced and highly trained staff have high expectations and ensure that all children learn effectively, through an ever-increasing emphasis on 'in the moment' personalised learning with planning following the children's interests.
- Key persons know their children extremely well and use this knowledge to guide the children in all areas of the EYFS.
- Monitoring and evaluation of teaching over time ensures assessments and observations, classroom practice and work/ planning scrutiny all evidence the continuing good practice across the school (100% good or better)
- New assessment database has been created to track development progress and readiness to learn.
- Pupils are fully involved in their learning with a focus on the Characteristics of Effective Learning throughout the curriculum.

- Our analysis of learning over time demonstrates that a very large majority of children make at least good progress in line with age related expectations.
- EYPP money is well spent meaning that the difference diminishes for this group of children.
- The SEND children including those within The Meadow are integrated into the main nursery as appropriate and the personalised, holistic approach and careful management of funding enables outstanding progress.
- Tapestry observations and in the moment planning enhance our provision and quality of teaching and learning. Children talk about how they are learning and have 'a voice' in the planning of the provision ensuring that all play is purposeful.
- Exciting projects and trips in to the local community enhance the quality of teaching and learning providing first hand experiences and context to new experiences and knowledge.
- In depth discussions about children's readiness to learn and development supports staff to identify individual children or areas causing concern. This leads to targets
- Activity ideas are added to Tapestry following parent activity days/weeks.

Areas for development

- Continue to work with Tapestry to create our curriculum steps for staff to use when writing observations.
- Plan suitable trips and experiences to support the identified needs of children in receipt of EYPP. Continue to find support (staff and parents) to enable trips and experiences to happen.
- CPD - Two-year-old development and the two year old checks - all staff

Personal Development

- 100% of parents who returned questionnaires reported that their child feels happy at this school.
- The curriculum is broad and balanced and accessible to all children irrespective of ability, learning needs and oracy.
- Forest/Farm school ethos supports children to take on new challenges to develop perseverance, independence and resilience.
- Children are discussed daily to ensure the environment is meeting their needs and interests. Their learning stories are recorded regularly and discussed with parents/carers termly.
- Children receive feedback through discussion and positive behaviour management. Through quality staff interaction, children are supported to reflect on their learning and act upon advice or ideas.
- Robust safeguarding and the development of the Federation Family Worker role has ensured embedded and highly effective relationships between staff and children/families.
- Early identification of need enables swift and positive action to be taken.

- SEND/LAC Children receive personalised targets, outcomes are at least good as evidenced through SEND or social care reviews.
- As well as supporting the EYFS curriculum the Farm school (animals and food production) are an embedded part of our delivery supporting mental health and wellbeing for all stakeholders.
- Our induction process includes a home visit to build a relationship with the child and parents and is taken from there by the keyworker to ensure a personalised programme of induction suits the child and family circumstances.
- Buddy keyworker system in place enabling children to create secure emotional attachments, this gives children a strong base for developing independence and increasing confidence.
- We encourage the children to take safe, managed risks to challenge their thinking and skills. We encourage children to be involved in assessing risks e.g. when using the fire pit.
- Some children access two rooms for their provision to ensure that their needs are met but also so they are integrated with their peer group.
- Pupil attendance is consistently above 85% with very low unauthorised attendance.
- Small group sessions help children gain a sense of belonging, where British Values and the beliefs and cultures of the children and their families are explored.

Areas for development

- Celebrate diversity within our school, review our resources and ensure they match the children we have on role.

Behaviour and Attitudes

- Integrated interventions within the classroom have been used to support the holistic development of the children.
- Well planned and supported transitions from FS1 to FS2 in a number of different settings.
- Pupil attendance is consistently above 85% with a very low percentage of unauthorised attendance.
- There are outstanding safeguarding systems in place. The DSL/deputy attends meetings for an increasing number of families
- Hard to reach parents have support from their keyworker and the Family Worker
- Staff work hard with children and their families to ensure they are ready to learn. This is closely monitored and discussed at monthly assessment staff meetings.
- All staff are consistent in their approach to behaviour. They follow policies and procedures consistently with a focus on building solid relationships.
- There is a purposeful environment and children show that they are independent learners.
- Language is not a barrier at the school, all key workers use symbols, sign, visual cues to support children. This is also reflected in the environment.
- Safety issues are explored through play and this is used to reinforce to the children how to stay safe in many situations. Our curriculum incorporates road safety, fire safety, tool use and water safety.

- The nursery promotes children's understanding of their rights and responsibilities through our curriculum goals and nursery rules.

Areas for development:

- Continue to plan and develop staff knowledge of supporting the children to keep safe using NSPCC Pants and Childnet E-safety for parents and children.
- Reintroduce parental courses and creative opportunities to support children's development.

Overall Effectiveness:

In the Ofsted inspection in September 2016, Central Community Nursery School was described as a good school. Following a restructure in 2018-19 there is now a larger, more established leadership team across the Federation. The ethos at the heart of all we do is firmly grounded in our working practice based on the farm school and forest school approach, putting the children at the centre of everything. Outcomes for children have continued to improve and feedback from our feeder schools shared that they were ready for the next stage of their education. Our partnership working with a number of different organisations has led to improved family support, supporting students in their teaching careers and collective research-based practice. I believe the nursery remains good, with a drive for outstanding.