

# Inspection of Brougham Street Nursery School

Brougham Street Community Nursery School, Brougham Street, SKIPTON, North  
Yorkshire BD23 2ES

---

Inspection date: 3 August 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this exceptional setting. Staff put relationships with children at the heart of everything they do. The setting has an ethos of 'belong, support and nurture', which is focal throughout staff's interactions with children. Staff quickly respond to babies waking from their sleep. They comfort them with a cuddle until they are fully awake and ready to explore the play opportunities on offer. Leaders strive to ensure that every child, parent and staff member feels valued and has a strong sense of belonging in the setting. Staff provide experiences to learn about each other's cultures. For instance, children and staff try on saris when it is Diwali and staff make food from recipes provided by parents for Bastille day.

Leaders speak passionately about their high expectations for each and every child. They have developed a curriculum that is inclusive and highly ambitious for all. This includes children with special educational needs and/or disabilities (SEND). The curriculum is well thought out and builds on children's knowledge and skills over time. Staff use a meticulous assessment process through individual 'learning stories' to ensure that all staff understand what each child needs to learn next. Leaders have an excellent oversight of the progress of individual children. They quickly implement individualised plans to support children when they identify any delays in their development. This includes seeking external support from other professionals.

The learning experiences on offer are of such high quality that children spend much of their time absorbed in their play. They play together cooperatively. For example, children work together to pull each other round the garden on carts attached to tricycles. They remember to use manners at lunchtime and behave very well.

### **What does the early years setting do well and what does it need to do better?**

- Staff's support for children with SEND is impressive. The experienced inclusion team works directly with children across the setting. It uses resources, such as communication tools and bubbles, to carry out targeted intervention work with children. Staff identify when children require some support to regulate, and use dedicated areas such as sensory rooms and specialist equipment such as a gravity chair. Children's individual needs are well met. They make excellent progress from their starting points in learning.
- Partnerships with parents are wonderful. There is a culture of mutual respect, openness and transparency. Parents contribute to assessments of their children. They attend parent groups organised by the setting which are now run by parents. Parents emotionally recall the support that they have received from staff. They speak of the support extended to them and comment that the setting

is 'a hub of support' and how it has been 'life changing' for them.

- Staff provide a range of enriching experiences for children. For example, children go on outings to the library and a local building site. They visit a camper-van and a nearby castle when learning about different habitats. Staff arrange for visitors to come to the setting, including dancers, a brass band and a therapy dog. These rich experiences provide opportunities for children to learn new knowledge and develop an understanding of other communities and the wider world around them.
- Staff consider children's transitions well, with children's well-being at the heart of the process. Children moving within the setting have a gradual process, with lots of visits to the next room. Professionals from schools and other settings are invited to the setting prior to children moving. Staff share information about individual children to make the important move to school as seamless as possible for children.
- Staff are immensely proud to be part of the team. They speak highly of the 'inspirational leaders'. Leaders have total trust in staff and their abilities; in turn, staff feel valued and listened to. Leaders provide opportunities for staff's growth and professional development. For example, they offer opportunities to speak at national events. Leaders encourage staff to research and write information pages for the setting's website. As a result, staff flourish, are knowledgeable and embrace opportunities to step into leadership roles.
- Children's communication skills are exceptionally well supported. Staff use a range of inclusive communication strategies, such as signing and symbols, with children. Staff model excellent language skills. They introduce new vocabulary to children, such as 'sloth', 'trickle' and 'pulp'. Staff read stories to children, who listen intently. The approach which staff use to aid children's acquisition of communication skills is highly effective for all children, including those who are pre-verbal and those who speak English as an additional language.
- Staff provide many opportunities for children to develop a love of nature. Younger children explore petals from flowers. They grow strawberries before they pick them to eat at snack time. Older children explore insect habitats. Staff provide children with magnifying glasses to examine insects such as woodlice and centipedes. As a result, children learn about the natural world.
- Children have positive attitudes to their learning. They thoroughly embrace the opportunities on offer. For example, children spend a long time playing with tubes, funnels and jugs in the water. They work together to get the water to travel down the tube and direct the water to where they want it to go. Younger children persevere as they test out new ways to use the low climbing frame. For instance, they come down the stairs on their tummies. Staff skilfully support children to develop resilience as they encourage them to keep on trying, for instance when attempting to come down the slope without holding on to the rail. Children develop important skills for their future learning.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong understanding of their safeguarding responsibilities. They ensure that the premises are safe and secure. Staff share information in a timely and professional way. They have a good understanding of local reporting procedures. Leaders work harmoniously with other professionals to keep children safe. All staff regularly complete safeguarding training. They are well informed about a range of child protection issues, such as female genital mutilation and county lines. Staff can identify the indicators that a child may be at risk and talk confidently about the signs and symptoms of abuse. They understand the reporting procedures. Staff know what action to take if they have concerns about a colleague's behaviour.

## Setting details

<b>Unique reference number</b>	EY396595
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	10288976
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Brougham Street Nursery School Governing Body
<b>Registered person unique reference number</b>	RP905556
<b>Telephone number</b>	01609 797052
<b>Date of previous inspection</b>	8 November 2017

## Information about this early years setting

Brougham Street Nursery School registered in 2010 and is located in Skipton. The setting employs 25 members of childcare staff. Of these, 16 staff hold appropriate early years qualifications at level 3 or above. Three members of staff, including the co-headteachers, hold qualified teacher status. The setting opens Monday to Friday, all year round. Sessions are from 8am to 5.30pm. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie Stringer

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the setting.
- The inspector viewed the setting and discussed the safety and suitability of the premises.
- The headteacher joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the headteacher about the leadership and management of the setting.
- Staff spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of an activity with a room leader.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023