

# Inspection of an outstanding school: Bedworth Heath Nursery School

Glebe Avenue, Bedworth, Warwickshire CV12 0DP

---

Inspection date:

2 July 2024

## **Outcome**

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

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

Children love their time at this warm, nurturing and inclusive nursery school. The school's motto of 'bright stars, bright futures' is realised throughout its practice. Relationships between staff, children and their families are strong. One parent's comment was typical of many when they stated, 'This is a wonderful nursery school that cares about the children, gives them lovely experiences and puts them at the heart of everything they plan and do.'

Leaders have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Staff take care to learn about every child. Children's next steps in learning are carefully considered in most areas of learning. This ensures that children are fully included in a school that meets their needs well. However, for the youngest children, not all areas of learning are as well developed as others.

The school has clear routines. Children know and follow these well. As a result, the learning environment is harmonious and children are highly engaged in their learning. They learn and play very well together, sharing equipment and books with consideration towards one another. Staff skilfully support children to manage their emotions, take turns and share.

By the time that they leave children are very well prepared for Reception both in their learning as well as personally and socially.

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

The school's curriculum has been designed with careful thought and consideration. Staff follow and use children's interests as the basis for the curriculum. In the most important areas of learning children learn very well across the school. However, for the youngest children, some of the other areas of learning are not as well developed. In these areas,

teaching and play activities do not focus sharply enough on the knowledge and skills children need to develop. As a result, some children do not learn as well as they could in these areas.

The development of children's communication and language has been prioritised. Children are surrounded by stories and books. Throughout the nursery, both inside and outside children are exposed to a wide range of books. Staff use every opportunity to model the use of language. They encourage children to speak in full sentences. They use a structured approach to develop and enhance children's speaking and interaction skills. Staff also sing songs and share rhymes frequently, both during adult-led activities and when children are at play in the classrooms. Children enjoy daily story time sessions. Some of the stories shared have been deliberately chosen to help children to understand their own emotions.

Staff use assessment well. Leaders and staff dedicate regular time to look holistically at each child's progress. This helps them to identify gaps and plan timely and suitable next steps in learning for children. The needs of children with SEND are also carefully considered. The school identifies children's needs quickly and appropriate support is put in place. Children with SEND are fully included and access all aspects of the provision alongside their peers. There are particularly strong links with the children's next school to ensure the right level of support follows them into their next stage of learning.

The school takes attendance seriously. It promotes the importance of regular attendance. The school works in partnership with families to support children to develop positive attitudes to attending school regularly.

Carefully chosen activities and experiences support children to make sense of the world around them. Children learn about different faiths and cultures through celebrating religious festivals. The school ensures that these experiences are meaningful to children and the community that the school serves. Children regularly visit the local area. There are particularly strong links with a local art gallery. The whole school community enjoys an annual picnic in a local park.

Staff skilfully develop children's independence and resilience by encouraging them to do things for themselves when they are ready. As a result, children are curious about their learning and confident in choosing resources to support their choices. Children are also encouraged to understand and express their feelings through books and other resources.

The governing body know the school well through their regular visits and their discussions at board meetings. Governors are extremely skilled and knowledgeable. Staff appreciate their advice and support. The whole staff team support each other very well. They are unanimously appreciative of the way leaders consider their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### (Information for the school and appropriate authority)

- In some areas of learning the curriculum for the youngest children is not as well developed and ordered as it could be. This means that staff do not always focus as clearly on these areas of learning as they could do. As a result, some children do not learn as well as they could in these areas. The school should make sure that all areas of learning are well ordered for the youngest children so as they can learn as effectively as possible.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in February 2014.

## 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.

## Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	125486
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	10322787
<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>	105
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Dean Wainwright
<b>Executive Headteacher</b>	Nicola Burton
<b>Website</b>	<a href="http://www.bedworthheathnursery.co.uk">www.bedworthheathnursery.co.uk</a>
<b>Date of previous inspection</b>	5 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The school is federated with Atherstone Nursery School.
- The school does not use any alternative providers.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation of the school.
- During the inspection, the lead inspector held meetings with the headteacher, head of school and two members of the governing body, including the vice-chair of governors.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered

the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- An inspector held a telephone conversation with a representative of the local authority. An inspector also spoke to parents and carers at the beginning of the school day.
- The inspector carried out deep dives in communication and language, physical development and mathematics. The inspectors visited adult-directed sessions and observed continuous provision, scrutinised curriculum documents and talked with staff about the way these areas are planned and taught.
- An inspector spoke with members of staff about their workload and well-being.
- The inspectors observed children's behaviour throughout the day.
- The inspector considered the responses, including the free-text comments, to Ofsted Parent View. He also considered the responses to the staff surveys.
- Inspectors looked at a range of documentation provided by the school. This included the school's improvement priorities, school policies, curriculum documents, SEND records, behaviour records, attendance records and minutes of meetings held by the governing board.

### **Inspection team**

Barry Yardsley, lead inspector

His Majesty's Inspector

Sarah Malam

Ofsted Inspector

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 children looked after, 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 <http://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 2024