

Inspection of an outstanding school: Basnett Street Nursery School

Basnett Street, Basnett Street Nursery School, Burnley, Lancashire BB10 3ES

Inspection date:

7 December 2023

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 are happy at Basnett Street Nursery School. They rush into school excitedly each day. They love to learn and respond enthusiastically to all that is on offer.

The school has high expectations for every child, including children with special educational needs and/or disabilities (SEND). Children typically achieve well. Nevertheless, parts of the curriculum are less well thought out. This means that some children do not have the opportunity to deepen their knowledge.

Children enjoy playing and investigating in the well-equipped classrooms and outdoor areas. They are supported to play cooperatively and to make new friends. Staff step in quickly when children forget to be kind or need guidance, which ensures that unwanted behaviour is addressed effectively. Most children enjoy taking part in daily story times. However, on occasion, some staff do not read stories well to children.

Children take part in learning activities, such as mixing paint and modelling clay, with confidence. They trust that the staff will care for them and support them. Children proudly told inspectors that they do 'jobs' by themselves, including cutting their own fruit for snack, hanging up their waterproof suits and washing paint pots.

Children enjoy special activities that capture their interests and imaginations, such as learning outdoors. They relish jumping in muddy puddles and pouring water together. At the time of the inspection, children eagerly took part in an 'elf hunt'. They squealed in delight as they hunted for an elf in the school woodland area.

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

The school has designed a curriculum that meets the ambition of the early years foundation stage. It has identified the age-related milestones that it expects children to reach across each area of learning. However, in a few areas of learning, the school has not made the essential knowledge that children need to know and remember clear enough. This means that, on occasion, staff do not place the right emphasis on the knowledge that the children need for future learning. This sometimes prevents children from learning as deeply as they could and making connections with what they have learned before.

Typically, staff use assessment information effectively to decide what to teach next. The school has modified the way in which staff assess children's learning. Staff get to know individual children's needs and abilities without completing excessive paperwork. Staff appreciate that these changes have given them more time to support children's learning.

Reading is prioritised across the school. Many children love to explore the range of books that are available. Adults read carefully chosen books at story times. However, a small number of staff are still developing their own expertise in how to read stories to children at story times. This hinders some children in developing a love of books and learning about stories.

The additional needs of children with SEND are quickly identified. This includes children who are in the early stages of language development. The school seeks the advice of other professionals to make sure that appropriate support is put in place swiftly. These children benefit from the support they receive. This ensures that they can access the same curriculum as their peers.

Most children behave well and enjoy playing together. This is because the school has established clear routines and high expectations that are reinforced through positive praise. Staff are readily available to support children's learning. They help children learn to be kind, share resources and take turns. The spacious indoor and outdoor areas are well resourced with activities that promote children's independence.

The school has thought carefully about children's wider development. Children learn about diversity among people and families. Visitors are invited into school to provide children with meaningful real-life experiences. For example, children were taught how to build a brick wall by visitors from a building company, and they learn about different types of farm animals through a farm experience. These experiences contribute well to children's broader development.

Governors are proud of the school. They are committed to ensuring that staff feel valued and that children receive a strong start to their education. The school is conscious of the pressures on staff's workload, and it takes positive action to minimise this when possible.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas of learning, the school has not identified the essential knowledge that children need to learn. This means that staff do not emphasise and revisit some important ideas and concepts. The school should make clear to staff the key foundational knowledge that it wants children to learn in each area of the school's curriculum.
- On occasion, the school does not ensure that some staff read stories well to children. This slows how quickly children develop a love of reading and limits their learning about books and stories. The school should ensure that staff have the knowledge they need to make story time a productive opportunity for developing children's communication and fostering a love of reading.

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 March 2013.

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

Unique reference number	119101
Local authority	Lancashire
Inspection number	10256235
Type of school	Nursery
School category	Maintained
Age range of pupils	3 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	89
Appropriate authority	The governing body
Chair of governing body	Thelma Cullen
Headteacher	Lindsay Ingham
Website	www.basnettstreet.lancs.sch.uk
Date of previous inspection	28 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- Since the previous inspection, several staff have been newly appointed to the school.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher. The lead inspector met with governors, including the chair of governors.
- An inspector spoke to a representative of the local authority. He also spoke with the school's external adviser.
- Inspectors carried out deep dives in these areas of learning: communication and language and early reading, mathematics and personal, social and emotional

development. For each deep dive, the inspectors met with curriculum leaders, visited a sample of classroom activities and spoke to staff.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and children; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.
- There were no responses to the Ofsted survey for pupils. Inspectors spoke with children and observed their behaviour as they played in the nursery.
- Inspectors reviewed documentation, which included leaders' evaluation of the school's strengths and areas for improvement and documentation relating to children's behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke with some parents during the inspection.
- Inspectors also reviewed the responses to the online survey for staff.

Inspection team

Victoria Burnside, lead inspector

His Majesty's Inspector

Tim Vaughan

His Majesty's Inspector

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