



Nottingham Nursery School Summary SEF September 2021



	Aspect	Actions and impact	Steps taken to minimise any possible negative impact and improve provision and outcomes.
Ofsted recommendations from April 2019	<p>Parents can contribute to their children’s ongoing assessments by providing information about what their children have achieved at home, so that:</p> <ul style="list-style-type: none"> - children’s successes at home can be celebrated in school - adults can consider this information when they plan learning, enabling them to build even more closely on what children know and can do. 	<ul style="list-style-type: none"> • Extended the initial parent meeting on entry to gain key information as soon as possible. We call this the Learning Journey. Information used for “settling in”. • Revised the home diary for our baby provision. New section for parent feedback and creates dialogue. • Introduced Evidence Me as a way of sharing information to parents about their child more regularly. Linked to observation and assessment cycle, shared information. • Personalised learning by using parent information and pupil voice to inform activities and themes in provision. Evident in planning and provision. • Included a mid-year review of learning with parents to share information and act upon it. This is with the child’s key worker. • Invited parents to meet with key workers to support the two-year-old progress check. • Engaged with parents throughout lockdown and responded to individual requests and needs. • Revised end of year reports to include data, for shared information and next steps • Updated our website and newsletters to be more accessible electronically. 	<p>Parent workshops / drop in sessions on Evidence Me march 2022</p> <p>Monitor attendance of parent mid-year meetings</p> <p>Post Covid recovery plans to liaise with health professionals – 2 year progress check</p> <p>Website launch linked to Federation process</p>

Nottingham Nursery School and Training Centre is a unique and special place, the only maintained nursery school in Nottinghamshire. We have a strong, passionate staff team who are committed to our innovative approach to learning, which is underpinned by rigorous attention to Early Years research and theory. This includes the Froebel Trust, Harvard Centre for the developing child, National Literacy Trust and Early Excellence. We work closely with families to nurture the children who come here and strive to foster independence, resilience, creativity and curiosity.

Although we are in the heart of the inner city, learning outdoors, connecting with nature is key to our provision, offering an alternative to the urban environment. This develops the child’s sense of self, increasing confidence as they try new things and take risks. We extend this offer to include parents, working alongside them to demonstrate the opportunities learning outdoors can bring. Babies born during the pandemic have missed exploring their environment and meeting new friends. Our use of play outdoors creates opportunities to meet this need. We have fantastic outdoor spaces including an area of developing natural woodland, which all the children access. We use this to drive our ambitious and carefully crafted curriculum which has children at the heart and parents as partners in their children’s learning.

In April 2018, we expanded our provision so that we now admit children from birth up to the age of four all year around, in a combination of private day-care and government funded provision. This includes the offer of before and after school provision. Where families are eligible, children access maintained government-funded places (either 15 or 30 hours per week, term-time only). Others are funded privately and can attend for up to 50 hours per week, over 50 weeks of the year. Our capacity flexes in response to demand for places whilst considering ratio/floor-space requirements. Last academic year between 87 and 110 children were on roll.

This flexible, extended hours approach has been well received by parents and developed our relationships with them. Feedback about our home-school communication books and Evidence Me is positive. It has provided an opportunity for the early identification of additional needs and support for families in understanding of the milestones their child should achieve. Advice and strategies are quickly in place to support children’s progress, linking with Local Authority SEND and health agencies. Observations and data indicate that children who are at nursery from our baby provision until four reach or exceed their age

related expectations. Overall, progress has been accelerated in all areas as a result of our provision and curriculum offer.

School context

Nottingham City ranks as the 6th most deprived district in England. This is out of 317 districts (Income Deprivation Affecting Children Indicators (IDACI), Rank of Average Score). The only local authorities ranked as more deprived than Nottingham on this measure are Middlesbrough, Blackpool, Knowsley, Liverpool and Kingston-Upon-Hull. It is more deprived than Manchester (7th) and Birmingham (9th).

Analysis of LSOAs and their levels of deprivation against the most recent pupil census, tells us that 95% of our pupils reside in LSOAs (compared to 75.96% of Nottingham city pupils) which are ranked in the most deprived 30% of LSOA nationally.

The ward in which the school is situated has the third highest student population in the city and has high mobility and high ethnic diversity. 67% of our children have English as an additional language. We currently have 19 different languages spoken across school. The most common languages are Arabic, Urdu and English. 13% of children are in receipt of early years pupil premium. The school is very inclusive and we are frequently recommended by Local Authority Specialists to parents looking for a nursery place for their child with special needs. Currently 14 children (13%) had an identified SEND.
















Through research we understand that children from lower socio –economic groups can be more adversely affected by factors such as time spent reading, oral language, physical health (including oral health) and poor quality sleep. (Buckingham et al, 2013). Taking into account children’s previous experiences, including through conversations with parents, the nursery school has developed a curriculum which is rich in oracy, key skills and real life experience to support the high percentages of EAL and disadvantaged pupils. Curriculum plans are well structured and set out in a way which builds on prior learning, ensures high expectations and supports practitioner workload.

Our key worker approach, parent support worker and safeguarding team all support families with other factors. Work with families during lockdown exemplified this, including

- 📍 Food parcels made and delivered
- 📍 Laundry collected and washed
- 📍 Support with behaviour at home, including sibling rivalry and managing emotions
- 📍 Support with development, including toilet training, weening and fine motor skills
- 📍 Emotional support for adults –nursery is like an extended family and sometimes the phone call was the only adult parents had spoken to.
- 📍 Vulnerable families provided with a tablet to access remote learning
- 📍 Learning newsletters were posted to families with no email address and put on social media.

Aspect + Judgement	Commentary	Evidence Sources
<p>Leadership and management Outstanding</p>	<p>Changes in funding policy have impacted enormously and negatively on the school. In addition to this, the school has been carrying a very large historical deficit. The Local Authority is supporting Governors in creating a sustainable, long-term plan for the nursery. Leadership support has been provided by Mellers Primary School, with an executive Head teacher in place since April 2019 and head of school since September 2019. Consultation for federation between the two settings is being completed December 2021.</p> <p>Since then, the deficit has reduced by 35% through:</p> <ul style="list-style-type: none"> 📍 Maximising occupancy through a responsive and flexible admissions policy 📍 Stringent value for money purchasing and reduction in resourcing costs 📍 Grant applications to fund specific projects, including SSBC £6,000 parent project. 📍 Restructuring the staff team 📍 Thorough management of staff absence and subsequent supply / cover costs <p>The school improvement plan drives professional development schedule and appraisal, inclusive of all practitioners. Our INSET days prioritise FED leadership development,</p>	<ul style="list-style-type: none"> 📍 School Improvement plan and file 📍 Governor minutes 📍 Federation information 📍 External Advisor reports, LA and NST. 📍 Staff development / CPD records 📍 Values and mission statement 📍 Safeguarding records, minutes, audit 📍 SCR 📍 Appraisal documents 📍 Half termly audits 📍 Termly observations

	<p>helping all colleagues reflect on their well-being and manage change. We include safeguarding and first aid separately to this. Dedicated time is given for teams to meet, plan, reflect and evaluate provision and how we are meeting the needs of the children. This also support colleagues manage workload. The staffing structure supports curriculum development with named practitioners for each area of learning.</p> <p>All staff complete safeguarding training as part of induction, annual updates and biannual CPD on Prevent, FGM and CSE. There is a culture of vigilance, where children’s welfare is actively promoted. The school has a proactive safeguarding team, policies and procedures. 7% of our pupils have been identified as having safeguarding concerns. The chair of Governors, Stephen McLaren, regularly attends our monthly safeguarding team meetings. We have three designated safeguarding leads, one also a parent support worker and each child has a named key worker, to ensure everyone gets the support they need. We work effectively with external partners to support those at risk or subject to a multi-agency plan. The executive head teacher, head of school, business manager, chair and vice chair of governors have completed safer recruitment training.</p> <p>Leaders and governors are passionate about the nursery, its’ family and community. They set and achieve high expectations for improving children’s outcomes. Governors challenge so there is effective deployment of staff and resources, accelerating progress for all groups of children from baseline. Disadvantaged children achieve alongside their peers and any variation in outcomes for pupil groups is challenged.</p> <p><i>“Teachers treat parents with respect. Neat environment. My son is always happy anytime I come to pick him, which means, he was well taken care off. NNS has helped my son C to gain confidence.” Parent feedback 2021</i></p> <p><i>“I can always address any issues or ask for support. I feel I am listened and my child loves to go to the nursery. I got a lot of support when needed.” Parent feedback 2021</i></p>	<ul style="list-style-type: none"> • Assessment data and analysis reports including EAL levels and Leuven • Parent questionnaire, feedback • Curriculum framework • SEND provision maps and register • EYPP report
<p>Quality of Education Outstanding</p>	<p>The curriculum is underpinned by our six ‘keys’ which form our school vision, taking into account the EYFS statutory and non- statutory frameworks, development matters and birth – 5 matters. All learning areas as well as the characteristics of learning are planned for indoors and outside, and developed according to children’s interests and identified next steps. We have an innovative approach to learning, which is informed by the principles and approaches of Friedrich Fröbel, Danish Forest Schools and Reggio Emilia. We have a clear assessment procedure, including practitioner knowledge of children, observations and termly data returns to ensure progress is accelerated from baseline.</p> <p>Our streamlined assessment system includes observations and data returns. E1, E2 and N1 focus on prime areas and N2 on prime and specific areas to ensure readiness for the next stage of learning. Discussions about children and their development / next steps are critical and planned into our staff meeting timetable. Accurate assessment using Evidence Me and SIMS supports practitioners’ efficiency. Information from these is used to inform provision, to meet individual and group needs effectively and reflect child interests.</p> <p>Each room, and outside, has a medium term continuous provision plan, with enhancement activities planned according to need and interest, to enable the children to observe, have a go, reflect, re-visit and consolidate. Our environment is carefully planned, structured and evaluated for impact on learning, and for its capacity to enable children to be independent and creative learners. The areas are audited and evaluated through planned quality assurance weeks planned over the year, and through reviews of planning. We have introduced a progressive story and rhyme spines, focusing teaching, so children leave nursery being able to know, love and retell them. This develops early literacy skills and an interest in books and reading to increase future literacy levels. Our</p>	<ul style="list-style-type: none"> • Half termly audits • Pupil Progress meetings • Termly data analysis reports • Evidence Me analysis • Curriculum frameworks • Continuous provision plans • Reading/ rhyme spines • Evidence Me • Key worker speaking tracking • Lesson observations • Practitioner planning • SEND provision map and register • EYPP report • CPD records • Newsletters

	<p>maths mastery approach and phonics frameworks are ambitious, setting high expectations for attainment.</p> <p>Alongside our carefully planned provision, practitioners are highly skilled in interactions and are able to respond to children in the moment, and build on their learning and development. Practitioners use questioning effectively, identify misconceptions and act to ensure they are corrected. Adequate time is given for practice to embed knowledge, understanding and skills, making sure that children on varying hours/ days experience the complete nursery curriculum. Practitioners identify and support children who are behind their development goals and enable them to accelerate progress to reach them.</p> <p>We strive to foster independence, resilience, creativity and curiosity. Learning outdoors and connecting with nature is key to our provision and we have fantastic outdoor spaces including an area of natural woodland, which all the children can access. This is at least once a week, through planned sessions led by our fully trained Forest School Leader. The children enjoy a planned series of celebrations and festivals and parents often join us for these, as regulations for Covid allow. These days are religious, cultural and international themes and we celebrate with food, stories, music, dress, geography and artefacts. This strengthens our relationships, as well as developing their skills, role modelling healthy eating and the importance of good oral health and physical activity in a more relaxed environment. Children are able to share their home experiences and ask questions of others, further developing oracy skills, alongside deepening relationships with others.</p> <p>Parents are provided with information about their child and their achievements through Evidence Me and for babies, our home-school diaries. Practitioners guide families on how to support their child to develop and thrive, with weekly newsletters for the whole nursery and learning sheets for each group. More formal discussions are held at the mid-year meetings, which incorporates the 2 year old progress check.</p> <p><i>“I am so impressed with the care + desire for my child meet his potential I am always informed about his learning + how I can support this at home. The provision truly is outstanding + S absolutely loves coming to nursery. What is particularly impressive is that all staff know the children so well + are so friendly. It really does feel like a community.”</i> Parent feedback 2021</p>	
<p>Behaviour and Attitudes Outstanding</p>	<p>Children learn best in context of warm, secure and safe relationships and they quickly form strong attachments to practitioners. Each child has a named key worker who reports on their child’s progress throughout the year using Evidence Me. We give feedback to parents that is much more informal with our open door policy. Self-regulation is encouraged through consistent high expectations, shared at the beginning of group sessions and supported by adults during play / continuous provision. Our PSED curriculum, based on the SEAD National Strategies document, is successful in supporting children to understand their emotions and express that it ok not to be ok. This encourages positive relationships, develops confidence and self-resilience through team building activities, circle time games and direct instruction. Children feel listened to and are safe. All practitioners respond to behaviours as a form of communication and explore with the children. Progress in PSED and speaking is accelerated as communication and interaction is prioritised. The pace, timing, direction and flow of interaction is contingent on the child’s interest, ability and need. This is through:</p> <ul style="list-style-type: none">  Use of Makaton, signs and symbols  Independence in provision to make choices and take risks  Taking responsibility in tidying up, care of the environment in forest garden and care for animals, especially Dinosaurs and Daisy our chickens!  Story based curriculum, developing speaking and listening, vocabulary and 	<ul style="list-style-type: none">  Behaviour policy  Behaviour log  Evidence Me  parent questionnaires  Observations  Attendance data  Leuven data  Vision and mission statement  Curriculum framework  Displays  SEND provision map and register

	<p>confidence.</p> <ul style="list-style-type: none"> 🌐 Calm, well organised environment and provision <p>Behaviour at nursery is good. The nursery promise, communicated using signs, symbols and Makaton help children learn the difference between right and wrong. High expectations are consistent throughout the nursery. Children are confident and curious learners with positive attitudes towards learning. They are thoughtful and supportive of their peers, applied in independent play. High expectations for behaviour are demonstrated as children use real tools in forest garden, woodwork and cookery.</p> <p>We strive to ensure children develop the characteristics of effective learning through exploration and play, indoors and outside. We use the Leuven scales of involvement and wellbeing to identify children potentially at risk of underachieving and we work with families to nurture their children. Our Forest School leader has run a parents workshop over 10 weeks, sharing activities and outdoor learning with families. Our parent support worker has created packs of support for toilet training and oral health. Courses and learning opportunities are promoted as they arise.</p> <p><i>“Thank you so much for giving good values to my child. He is very well behaved now is all because of you.” Parent feedback 2021</i></p>	
<p>Personal development Outstanding</p>	<p>Children feel safe at nursery having had personalised induction programmes, working closely with parents, ensuring needs are met. We recognise that this can be a difficult transition from home to nursery. Learning journeys are completed on admission to get to know families personally. We use positive rewards and praise so every child feels special and support families to continue this at home. Transition into primary school includes liaison with teachers from up to 13 different schools, virtual tours, booklets in provision, and visits (when possible). We support parents with admissions forms and strategies for home so everyone is ready for a new school.</p> <p>Children and parents tell us they love coming to nursery! Attendance at nursery is good and the importance of regular attendance is emphasised to parents. Absence is monitored and reasons logged, with no assumptions made about poor attendance. Phone calls, texts and home visits check reasons for absence, ensuring no child is missed. We recognise poor attendance can be a safeguarding concern and a member of the office team is a member of the safeguarding team for this reason.</p> <p>Healthy eating is promoted at snack times and through meals provided by Nottingham City catering service, personalised to meet the needs of young children. New flavours and food textures are introduced as part of direct instruction and in celebration days. We use forest garden and allotment area to plant, grow and harvest some of our own snacks. Independence is encouraged during our family service meal times and with hand washing, feeding, clearing tables etc. Children are active throughout the day and we promote high standards of personal hygiene, particularly focusing on support for independent toileting and good oral health.</p> <p>We take pride in our diversity and celebrate this in a variety of ways including through regular celebration days where we can learn each other’s languages and share food, customs, traditions and cultural practices including music, song and dance. Children experience visitors into school and trips to local and further afield places. We are proud of our work with the Schools of Tomorrow project, with the Nottingham Contemporary and our link artist Sian Watson. The project has allowed children and practitioners to take risks in play, vary the use of the environment and encouraged families to access the art</p>	<ul style="list-style-type: none"> 🌐 Learning journey documents 🌐 Evidence Me 🌐 Parent questionnaire 🌐 Menus / display 🌐 Celebration day plans/outcomes 🌐 Schools of tomorrow documentation and outcomes 🌐 Attendance reports and registers 🌐 Transition to primary plans and communication

	<p>gallery.</p> <p><i>"I have seen many changes to my daughter since she started the nursery. She improved many things, her speaking, because now she can say more words and phrases, her attitude has changed too." Parent feedback 2021</i></p> <p><i>"I am glad my daughter was able to attend and since being back she is very confident around new people." Parent feedback 2021</i></p>	
<p>COVID 19/ post lockdown support</p>	<p>During the first lockdown, Nottingham Nursery remained open for the families of children with social care involvement, children with a health care plan and critical worker children. Communication and support for families that couldn't attend was crucial and we established a robust system of weekly emails and fortnightly phone calls from key workers. Phone calls were logged and should no answer be obtained, follow up calls from the nursery line were made, then home visits conducted.</p> <p>Nursery has remained open to all during other lockdowns but saw numbers attending drop, due to parents being furloughed and concerns about the virus. We offered daily live learning sessions to those at home over TEAMS and a further recorded session. Families were supported to keep safe online, with secure email addresses and passwords set up for each child to use on TEAMS and learning sites recommended or advised to avoid. This system has been maintained and is ready to be implemented should it be necessary. Strategies that were effective in the first lockdown were continued, such as phone calls home, door step visits, etc. alongside home learning packs with resources and a toy library for those who were not on site. 100% of parents said our support during lockdown was good or excellent, feedback from questionnaire 2020</p> <p><i>"The online learning has been brilliant, it's difficult to keep children focused in online session but this was achieved so brilliantly." Parent feedback 2021</i></p> <p>Risk assessments are in place for nursery as a whole, BAME colleagues and colleagues in a vulnerable or critically vulnerable categories. There are systems in place for review and adjustment as needed. Our provision was adapted to create three bubbles, with timetabled access to outdoor areas, as we could no longer provide whole school free flow provision. We have used the successes of this in our current provision offer. The monitoring cycle supported quality assurance of these changes. Gap analysis of planning from lockdown and a thorough baseline provided information for practitioners to meet the children's needs effectively on return, adapting planning accordingly. Professional development for practitioners supported expectations for group time and building on prime areas. We continue to support child development and progress as a response to the longer-term impact of lockdown, with children developing strong attachments and relationships to adults and peers, after not leaving family for such a key time in their short lives.</p>	<ul style="list-style-type: none"> 🌐 Fortnightly COVID governor reports 🌐 Risk assessments 🌐 COVID safe provision plan 🌐 Phone call / contact logs 🌐 Parent questionnaire 🌐 Remote learning policy 🌐 Resource packs

