

# Inspection of a school judged good for overall effectiveness before September 2024: The Gill Blowers Nursery School

1 Mossdale Court, Teesdale, Luton, Bedfordshire LU4 9JL

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Inspection date:

11 February 2025

## Outcome

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Children thrive at this school. Staff leave no stone unturned in ensuring the children excel from their starting points. From the moment the children start, the school meticulously identifies their barriers to learning. It swiftly puts in place high-quality, tailored support. The school inspires the children to be curious, innovative and independent. They are expertly prepared for the move to their next school.

The children are immersed in stories, songs and role play. They access a learning environment that is consistently rich in language, number and creative opportunities. The children relish re-enacting traditional tales, making their own toys with natural resources and exploring the outdoors.

Children for whom English is an additional language soon grasp the key vocabulary and knowledge they need to communicate well. Staff skilfully support children with special educational needs and/or disabilities (SEND) to access the school's ambitious curriculum. Parents and carers appreciate the transformational effect the school has on their children.

Children contribute to the 'pupil parliament' to share their learning and ideas. Children love to go on trips to the park, the seaside and local places of worship. They are keen to share their learning with their families, for example on curriculum days.

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

Since the last inspection, the school has gone from strength to strength. It has taken highly effective action to address the areas identified to work on, as well as further

enhancing all aspects of school life. The school's work to support children with SEND and those who speak English as an additional language is particularly impressive.

The school places no ceiling on what children can achieve. This starts with a well-thought-out curriculum. Staff are highly adept at bringing knowledge to life in ways that fascinate the children, follow their interests and build on prior learning. All staff know exactly what the children need to learn and when. Staff engage the children in meaningful conversations, which extends their knowledge further. Children use this inquisitiveness to then apply this knowledge in their own play. This helps them to secure a detailed understanding across all curriculum areas.

The children love learning new words and reading with adults. Children access high-quality texts, including some in their first language so parents can read to them at home. Staff promote new language that they want children to know throughout all learning activities. This means children remember it and use it. Children join in confidently with stories, songs and rhymes. Those at the early stages of learning English have bespoke support to broaden their vocabulary. Children with gaps in their language knowledge rapidly catch-up and soon develop language fluency. Older children are taught to know the letters and sounds at the start of words, so they are ready for Reception.

Children with SEND have all the adaptations they need to meet their specific targets. The school wastes no time in identifying their barriers and checking that these are being overcome. These children benefit hugely from the specialist help they receive to be fully included in all parts of school life and succeed.

In all classes, the children sustain concentration well for their age. Children know and follow routines. They respect each other's work and listen when others are speaking. They can demonstrate self-control. They act as 'buddies' and 'helpers' in activities to assist each other in taking turns fairly. The school works hard with families to ensure children attend school regularly.

The school welcomes the community into school to help children understand the different cultures and religions represented locally and nationally. This promotes children's sense of belonging. The school deliberately selects trips and visits so that children encounter people and environments they might not otherwise experience. They also learn about people that can help them, including the police. The school uses a range of approaches to ensure that children feel secure about the move to their next school.

The governors know the school well and provide appropriate challenge and support. All leaders are constantly mindful of staff well-being. Staff are valued for their effort and commitment.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in January 2020.

## 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 children' is used to mean children with special educational needs and/or disabilities (SEND); children who meet the [definition of children in need of help and protection](#); children receiving statutory local authority support from a social worker; and children who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes children 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>	131175
<b>Local authority</b>	Luton
<b>Inspection number</b>	10366654
<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>	130
<b>Appropriate authority</b>	Local authority
<b>Chair of governing body</b>	Nicholas Adams-Nel
<b>Headteacher</b>	Joanne Iddenden
<b>Website</b>	<a href="http://www.gillblowersnursery.co.uk">www.gillblowersnursery.co.uk</a>
<b>Dates of previous inspection</b>	28 and 29 January 2020, under section 5 of the Education Act 2005

## Information about this school

- The school is split across two sites, about two miles apart from each other, known as the Leabank and Mossdale sites.
- Both sites take children from the ages of 2 to 4 years.
- Children either attend for five morning or five afternoon sessions. There are some older children who access the full-time 30-hour funded places.
- The school is part of a federation with another local nursery school that is separately registered with Ofsted.
- The school has a specially resourced provision that provides up to 24 places for children with severe and complex learning needs.

## Information about this inspection

- Inspections are a point-in-time evaluation 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.
- The inspectors met with the headteacher, deputy headteacher, assistant headteacher, special educational needs co-ordinator, teachers and support staff.
- The lead inspector met with five governors, including the chair of governors.
- The lead inspector met with a representative of the local authority.
- To evaluate the quality of education, both inspectors met with staff, visited classes and observed children during learning and at snack time. Both inspectors spoke with children about their learning.
- The inspectors also reviewed documentation provided by the school, including the school development plan and its self-evaluation document.
- 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 interest first.
- The inspectors considered the opinions expressed through the staff survey.
- The inspectors took account of the views of parents expressed through Ofsted Parent View, including free-text comments and letters, and from talking to some parents on site at the school.

### **Inspection team**

Sara Boyce, lead inspector

His Majesty's Inspector

Lesley Stevens

Ofsted Inspector

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