

# Inspection of Jakeman Nursery School

Jakeman Road, Balsall Heath, Birmingham, West Midlands B12 9NX

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Inspection dates: 4 and 5 May 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Good

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

'A place to learn, achieve and grow' is exactly what Jakeman Nursery School is. Children thrive in this setting. Staff set high expectations and provide the utmost care and attention to children's needs. Children respond well to this and soon learn how to follow the rhythms and routines of the day. Parents and carers appreciate all that staff do for their children. One parent's comment, 'I leave the nursery feeling at peace that my children are more than well looked after' was echoed by many.

Children learn that they have rights. They also learn that they have responsibilities. 'Nursery experts' help children to take these responsibilities seriously. They told inspectors that they 'drink water to be healthy, put scissors back where they belong to be safe and put plastic in the bin with the green lid'.

Children delight in each other's company as much as they do working alongside an adult. They know and follow the rules. Adults calmly and kindly help those who need a little more time to get it right. Children also give time and space to those who need it. They share a kind word and hold out their hand to offer a way into a game or activity.

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

Leaders and staff show ambition, determination and a passion in creating a positive difference for all children. They make and take each decision, action and word in the belief that every child has the right to an education, an identity and a voice. They are successful in achieving this.

Leaders and staff have a deep knowledge of how young children learn. They effectively weave a pathway that brings children's starting points and their interests together, one step and stage at a time. Alongside this, they never lose sight of what they are aiming for in terms of children being ready to move on to school. And ready they are. Through the carefully planned activities, sensitive and skilled adult support and high expectations, children achieve well. A rhyme, a sign, a rhyme and a story of the week all come together to build what children know and remember over time.

Staff take the time to get to know each child exceptionally well. They expertly use this knowledge to note if and when a child needs a little extra help. They work closely with many different agencies and specialists to give the right help at the right time. Leaders determinedly make sure that children have the best possible chance of success. This is both during their time at nursery but also as children move on to school. Children with special educational needs and/or disabilities (SEND) have a 'package of provision' wrapped around them. This makes a real difference, and consequently children with SEND blossom.

Leaders provide sensitive quiet spaces in both 'Little Nursery' and 'Big Nursery' to support children who, at times, find the hustle and bustle of nursery life a bit tricky. These work well. Children learn to use them as a safe space and base from which to

venture out from and return to. It is clear to see how these spaces help children to feel part of the nursery with their peers in a way that is comfortable for them.

All children learn to benefit from and be comfortable in being calm in body and mind. They enjoy the peace and tranquillity of relaxation time. Not even the sudden appearance in a discussion of a mouse scuttling around a bedroom could disturb their inner stillness.

Children become confident and competent individuals during their time in nursery. Children invited and immersed inspectors into the activities on offer. From the sheer joy of creating a game on the rocking apparatus to the intense study of ladybirds, stag beetles and aphids in the art studio, learning is everywhere. Adults know when to lean in and engage and, just as importantly, they know when to stand back and observe.

Children show the ability to sustain concentration for themselves. They readily chat away to an adult about what they notice, think or wonder aloud. They know and explain the sequence needed to make a cup of tea. They use mathematical words to compare the distances their balls have travelled. They read a book with lively expression and understanding. They use tools to bring order and meaning to objects and drawings. They do all this with an enthusiasm and pride that is infectious.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a safe space and culture for children and staff. They make the correct pre-employment checks on staff. They train staff exceptionally well to understand risks for young children and how to raise concerns. Staff do this promptly and work effectively with external partners when needed.

Children are taught about safety too. They know to put resources back in their proper place so people do not trip over them. They know how to carry scissors. Children are able to say 'no' or 'stop' if they are experiencing something they do not like. Children know to respect each other's privacy when visiting the bathroom.

## **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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103136
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10277524
<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>	92
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sean Delaney
<b>Headteacher</b>	Samantha Richards (executive headteacher)
<b>Website</b>	<a href="http://www.jakeman.bham.sch.uk">www.jakeman.bham.sch.uk</a>
<b>Dates of previous inspection</b>	6 and 7 July 2016, under section 5 of the Education Act 2005

## Information about this school

- The school joined the Birmingham Federation of Maintained Nursery Schools in September 2018. It is one of nine nursery schools in the federation.
- Jakeman Nursery works closely with another nursery school in a small cluster. This cluster is served by a 'local committee' but remains accountable to the Birmingham Federation Governing Board.
- There has been a change of leadership since the previous inspection. The current executive headteacher took up her post in September 2022.
- The school provides full- and part-time places for children aged two to five years old.
- The school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held discussions with the executive headteacher, the nursery manager and four members of the federation governing body, including the chair of the governing body. A telephone discussion was also held with representatives of the local authority and Birmingham Education Partnership.
- Inspectors considered all areas of learning but focused closely on communication and language, expressive arts and design, and personal, social and emotional development.
- Inspectors met with leaders and staff to discuss their plans for children’s learning and development. They observed learning both in classrooms and outdoors. They spoke with children and with staff and looked at examples of children’s learning.
- Inspectors observed the behaviour of children throughout the day.
- Inspectors met with leaders about the school’s safeguarding procedures. Inspectors reviewed policies and records relating to safeguarding, bullying, behaviour and attendance. Inspectors spoke to children and staff about children’s safety.
- The lead inspector reviewed a wide range of documents, including the school’s self-evaluation and improvement plans and information on the school’s website. Governor reports were also scrutinised.
- Inspectors took account of the responses to Ofsted’s surveys of staff’s and parents’ views. Inspectors talked informally with parents at different times during the inspection.

## **Inspection team**

Kirsty Foulkes, lead inspector

His Majesty’s Inspector

Sally Snooks

Ofsted Inspector

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