

Inspection Report

Mi Pequeña Granja Nursery School, Madrid

School's regional authorisation number: BOE 28074980

Date of Inspection Visit: Friday, 9th April 2021

Inspection Team:

Rachel Rosa (Lead Inspector)

Sarah King (Team Inspector)

Overall Recommendation

The school is recommended for authorisation for 4 years for up to 48 pupils from ages 2 to 6. The next inspection is due in March 2025. The school has a total capacity of 103 children, with the under 1 to 3 years age range being authorised by the Spanish authorities

Reason for the Inspection:

The school requested an inspection to be authorised as a British school in Spain for children aged 2 to 6 years.

Inspection Report

History and Context of the School:

The school was established in 2007 to offer children the opportunity to develop and learn in an environment closely connected to nature. Mi Pequeña Granja is part of the International Eco-Schools programme. The school introduced the British curriculum in 2013-2014 and was first inspected in 2015 when it was awarded 2 years authorisation. Subsequently, the school was inspected again in 2017 receiving a further 3 years.

There are 39 children currently in the school with ages ranging from under 1 to 6 years old. This inspection assesses the provision for the mixed age Nursery, Reception and Year 1 class.

The main nationality is Spanish (98%).

Accommodation and Resources:

The school is situated in a quiet suburb and divided into two areas: the school – a four storey building with gardens and an adjoining farm with animals, gardens, sport facilities and covered spaces for outdoor learning. The school site is secure and access is gained from the street via an intercom buzzer and electric gates. The site is very clean, well-maintained, and attractive.

The lower ground floor has a dining room and kitchen. Staff also use this space to work during non-teaching time. The Headteacher has an office on the lower ground floor. The ground floor has two classrooms for the youngest pupils up to the age of three years. This part of the school is authorised by the Spanish authority.

The nursery, reception and Year 1 class is on the first floor, accessible by stairs. The children move safely and confidently around the corridors with careful guidance from the adults. Each child has a named storage space for their outdoor clothing and other personal belongings.

All classrooms have adjacent bathrooms with adequate, clean facilities for the number of children and staff. The classroom for the three to six year olds is adequately sized and set out with clearly labelled resources and facilities. The children each have their own storage basket for their belongings. There are three laptops for the children's use and a large display monitor with audio equipment which are used well. Children have access to reading materials from a small classroom library.

Resources are clearly labelled and readily accessible to the children, encouraging them to make their own choices. Attractive displays in the classroom and corridors celebrate the children's work and showcase the classroom learning achievements well.

Currently, there are no programmable toys for the children to use. This limits their ability to learn how to use technology in line with both the Early Years Foundation Stage Curriculum (EYFS) and National Curriculum objectives.

The children play in an outdoor play zone with a variety of toys including climbing apparatus, scooters, bikes and trikes. A new soft artificial grass surface has been laid in this area.

The farm area has enclosures for animals including geese, peacocks, a pig, a sheep, fish, parrots, guinea pigs and rabbits. This creates an attractive and stimulating learning environment for the children with

Inspection Report

many opportunities being taken throughout the school day to link the curriculum to hands-on experiences. Language is developed through talking to children about the subtle daily changes associated with nature. For example, the children became excited when they talked about the many guinea pigs on the farm and used complex sentences to describe their experiences with the animals.

The farm manager helps the children to grow their own plants in an allotment space, to respect nature and care for the many animals. There are child-sized gardening tools to enable the children to work independently in the garden. The farm enriches the curriculum.

Health, Safety and Welfare:

Health and safety procedures are in place and emergency procedures are displayed throughout the school. Fire drills are carried out regularly and a detailed log is kept. Risk assessment and child protection policies are in place. However, the designated safeguard persons have not undergone training on child protection, resulting in a lack of awareness of the potential circumstances where a child might be at risk, nor is there a system in place for recording concerns and actions taken by the school.

Accidents are properly recorded. First aid is readily available and administered by the Head, Deputy Head and teachers as appropriate. All staff receive regular first aid training.

The children wash their hands after handling the animals or gardening and they understand the need for this.

The school has external links with an educational psychologist who can offer advice and support to parents and staff.

The Curriculum:

The curriculum is broad and balanced. Both the EYFS and Key Stage 1 (KS1) curriculum requirements meet the needs of all children. Thorough planning ensures that the learning needs of the pupils are met, regardless of age.

The language of instruction is English and appropriate time is allocated to each aspect of the curriculum to ensure children make good progress.

Activities capture the interests of the children and are appropriate for their varying developmental stages.

Teaching and Learning:

The standard of teaching is good. The staff and children have positive relationships and the children enjoy being in school. Independence is nurtured from a very young age.

English is used by all teaching staff throughout. The children express themselves in English well and speak in sentences using a range of tenses and a variety of expressive vocabulary.

Inspection Report

The children benefit greatly from daily extended outdoor lessons in a stimulating environment. The teachers consider carefully how to utilise the ample outdoor spaces to link the curriculum in a very real and interesting way for the children.

The children are secure in their understanding of tasks and able to follow teacher instructions, as well as work independently on activities when expected to do so.

The teacher has high expectations of all children and constantly encourages them to reflect and improve on their work. The younger children benefit greatly from having the older children as role models and by seeing their achievements. An example of this was in a session where the children all had brought in a book to share with the class. The oldest children were confidently able to tell the class all about the story and the reasons why they enjoyed the book. The youngest children also spoke to the whole class in English and in a simpler way explained their reasons for bringing the book in. All children in the class were able to label the parts of a book, including the illustrator and author. Standards of handwriting and literacy are also high.

The school has a special educational needs coordinator (SENCO) but lacks the procedures to identify children who may need additional support, resulting in the possibility of early identification of specific learning needs being missed. Additional support is offered to children eventually identified with learning difficulties. However, their progress is not adequately tracked. Consequently, their progress is not assured.

Staffing:

The teaching staff and assistants have appropriate qualifications and the necessary certificates to work with children. The class has a native English-speaking teacher who is passionate and dedicated in her role.

The teacher-pupil ratio is very good. The class teacher currently has minimal time out of class during the school day, leaving her little time for planning, preparation, and assessment.

The teachers, assistants and auxiliary staff have an excellent rapport with the children in their care and have a collective calm and consistent manner. This creates a warm and happy atmosphere in the school.

Staff appraisals are carried out regularly and actions for future training follow as a result.

Assessment and Outcomes

Each child has a folder where their work and progress are recorded against the curriculum objectives. Notes and photographs are documented periodically and stuck into the folder. The older children in Year 1 also have a workbook. These methods of recording do not give the teachers an overarching view of overall attainment and are not used systematically enough to build a complete picture of progress.

Reports are published termly for parents. A transition document about the children's learning and developmental stages is passed on to other schools when children leave the Year 1 class.

Inspection Report

Children's attainment is in line with the expectations of the EYFS and National Curriculum. Reading levels in Year 1 are above expectations.

Spiritual, Moral, Social and Cultural Development:

The children are taught to respect nature, show kindness to animals and respect for each other.

All staff take a responsibility for the pupil's development and welfare. They show a consistent, calm and nurturing approach to managing behavioural expectations. As a result, pupils behave well and the learning environment is positive and welcoming.

The school celebrates special cultural days regularly throughout the year. This enriches the curriculum for the children and reflects the wider school community.

Leadership and Management:

The owner/head is passionate in her role. She has a clear vision for the school and is dedicated to the continual improvement of the school. The owner/head is assisted in the day to day running of the school by her deputy head who is actively involved in all aspects of the school.

The leaders are approachable and create an environment where staff have a voice in decision making. Termly and weekly meetings take place and staff are invited to complete questionnaires on how they think the school could be improved.

The school development plan is thorough and responds fully to the recommendations from previous reports.

Response to the Previous Inspection Reports:

The school day is better organised and sufficient time is dedicated to core subjects.

The school has worked hard on developing the children's handwriting skills and standards are now high.

The teaching staff effectively use all opportunities to extend the children's spoken English.

The sharp-edged wall has been made safe.

The concreted patio area has been resurfaced and made safe.

Recommendations

- Train relevant staff about good safeguarding practice in schools and develop systems to document concerns and actions taken.
- Identify those pupils with special educational needs much earlier and develop an effective system for recording concerns and tracking progress.

Inspection Report

- Improve the assessment of achievement and progress so it better informs planning for the next steps for children's learning.
- Invest in programmable toys and relevant technological equipment to cover all requirements of the National Curriculum.
- Allow more time for the Head of Early Years to plan learning for the needs of pupils of all abilities and for assessment.

Inspection Report

