

# Harrington Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112474
<b>Local Authority</b>	Derby
<b>Inspection number</b>	357109
<b>Inspection dates</b>	17–18 March 2011
<b>Reporting inspector</b>	Lois Furness

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	80
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Malcolm
<b>Headteacher</b>	Wendy Colebourne
<b>Date of previous school inspection</b>	26 June 2008
<b>School address</b>	Harrington Street Peartree, Derby DE23 8PE
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 13 activity sessions and seven adults were observed teaching children. They held meetings with the headteacher, staff, two members of the governing body and spoke informally to parents and carers and children. The school improvement plan, safeguarding documentation, assessment records including a selection of children's 'Sparkle Books', planning documentation and the School Improvement Partner's reports were scrutinised, as was children's work in lessons and on display. In total, 47 parents' and carers' and 10 staff questionnaires were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's evidence for outstanding progress of children especially those with special educational needs and/or disabilities and children at the early stage of learning English.
- How well the evaluation is used to improve provision for example, for calculation and outdoor provision.
- How effectively members of the governing body are fulfilling their role of providing support and challenge.

## Information about the school

Although in this average size nursery school the largest groups of children are of White British or Pakistani origin, there are 16 different languages spoken. There are an increasing number of Eastern European children attending the school. The majority of children enter the nursery speaking very little English. The proportion of children with special educational needs and/or disabilities, including those with statements of special educational needs, is below average. Part-time nursery education is provided, and children spend between three to five terms at the school, before transferring to Reception classes in local primary schools. The school is supported by Pear Tree Children's Centre. Some staff, mainly family workers, are based at the school and some of the centre's services are delivered there. The Children's Centre was not a part of this inspection. The headteacher was appointed in September 2009. The school has gained Healthy Schools status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Harrington is a good school. It provides a memorable start to children's education. There are notable strengths including children feeling exceptionally safe and their outstanding behaviour. Parents and carers are full of praise for the school. 'All staff do a great job, and this nursery is a lovely place for my child to be. The staff have helped my child in lots of ways, and we could not be happier.' This comment is typical of the many made. However, although children greatly enjoy school, and parents and carers are very happy with their child's experiences, too many of them do not ensure their children attend regularly enough. Consequently, attendance is low.

When children first join the school, their skills and abilities are well below those expected for their age. Most children, including those who are at an early stage of learning English and those with special educational needs and/or disabilities, make good progress. A small minority make outstanding progress, especially in their acquisition of spoken English and in their personal development. However, even though progress is good, by the time children leave, their skills are slightly below age-related expectations. This good progress is a result of good teaching and the good use of assessment information. Although staff know all children very well, this information is not regularly recorded to provide a record of progress. Even so, good communication between adults ensures assessment information feeds effectively into planning, resulting in activities which are appropriate for children's needs, while capturing their interests well. 'Sparkle Books' provide an excellent record for parents and carers of the activities their children have experienced. Although there are some good examples, the books are less useful in showing children's progress. Also, the leadership is aware that the formal recording of progress in all thirteen strands of the areas of learning is not precise enough to enable them to check quickly and efficiently if they are providing children with the experiences necessary to accelerate learning even further.

All staff are committed to ensuring the well-being of all children, and responses to the staff questionnaire show morale is high. Leadership is good and strengths and weaknesses are known, although evaluation is slightly over generous in some areas. Even so, when weaker areas are known the leadership responds with good effect as shown by improvements in children's calculation skills as a result of focused work. The governing body is very supportive of the school and is committed to its continued success. However, it does not offer rigorous challenge to the leadership, and as yet is not sufficiently involved in school improvement planning. Also, the monitoring of policies, for example safeguarding, and of practice, although developing, is not yet sharp enough. Nevertheless, given the school's track record of improvement since the last inspection, mainly accurate self-evaluation and the strong commitment of staff, its capacity for further improvement is good.

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## What does the school need to do to improve further?

- Improve attendance by building on the good links with parents and carers to reinforce the importance of attending school regularly.
- Strengthen existing assessment and record keeping systems by:
  - using the 'Sparkle Books' to evidence children's learning and progress
  - developing a system of regularly recording children's achievements
  - recording more precisely children's progress in all thirteen strands of learning.
- Increase the effectiveness of the governing body by:
  - contributing to school improvement planning
  - developing the role of challenge
  - regularly reviewing and updating important policies, such as safeguarding.

## Outcomes for individuals and groups of children

**2**

Happy, smiling faces at the start of the school day confirm children's enjoyment of school. They eagerly enter, self-register and rush to their chosen activities. They play happily on their own or with others, and children from different backgrounds and cultures play together harmoniously. This was seen in both the indoor and outdoor environments as children share resources and ideas. Effective routines enable them to establish good self-help and independence skills. They show care and consideration to each other, as was seen when one child carefully demonstrated to another how to catch a ball successfully.

Children show great interest and excitement in their activities. For example, they were fascinated when they dropped food colouring into the 'magic alien' slime and discovered that colours, such as blue and yellow, combine to make green! Children make good progress and achievement is good. This was seen as children used their knowledge of letter sounds to make a list of what they needed to take with them on their trip to the moon. Children with special educational needs and/or disabilities make good progress overall, though some make outstanding progress in terms of their behaviour and their personal and social development. Children at an early stage of learning English also make good progress and achieve well. This is because good attention is given to developing speaking skills and children are actively encouraged to verbalise their ideas. Boys achieve as well as girls, because staff ensure the curriculum effectively engages their interest.

Children have a good understanding of a healthy lifestyle as they enjoy a range of fresh fruit and vegetables at snack time, while developing a good awareness of the need to wash their hands before eating. They are highly active throughout each session, making good use of a wide range of equipment to promote their physical development. They have a developing understanding of their own cultures and local heritage and are beginning to learn the importance of contributing to the wider community, for example, by taking part in fundraising events such as Red Nose Day and the Marie Curie cancer appeal. Despite children's eagerness to learn, and their good progress, preparation for the next stage of education is only satisfactory, as the attendance of too many children is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Children's attendance <sup>1</sup>	4
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

A good range of interesting curriculum opportunities in both the indoor and outdoor environments extend and broaden children's experiences. The outdoor environment has improved recently to ensure all six areas of learning are available for exploration. Children are effectively encouraged to make choices between independent activities and focused group work. During adult-led group sessions, questioning is usually good, although at times questions are not open-ended enough. Also children do not always have sufficient time to respond to the questions asked. As a result of good subject knowledge, planning is good and areas of learning are linked skilfully together; for example, the space theme involved language and mathematical development, knowledge and understanding of the world, creative and physical development. During an outdoor activity, good language and creative work was observed as children eagerly dressed up in space suits to explore the 'moon environment.' Assessments are made regularly and although not recorded rigorously, the information is used carefully to plan next steps of learning for each child.

A wide variety of visits and visitors increase children's learning and enjoyment; for example, trips to the travel agency, local library and Chinese supermarket. Children's interests are considered well and when for example, the travel agency play area received a lukewarm response from the children, it was changed to something more appealing.

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Good partnerships with local schools and other outside agencies including health, sport and dance effectively help to enhance the curriculum.

The school provides a warm and welcoming environment in which children thrive socially and emotionally. Good attention to children's welfare contributes effectively to their development. Relationships are outstanding and welcoming staff ensure strong home-school links are firmly established. At the start of each session, adults greet children warmly, and quickly engage them in conversations about the things that interest them. The school works very closely with professionals from the Children's Centre and can readily access specialist support where needed. There are very good arrangements for introducing children to the nursery and effective links with the infant school eases transition between the Nursery and Reception year. The school has many strategies to improve attendance, but as yet these have not had sufficient impact.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has high expectations and communicates these effectively to staff. There is a common sense of purpose in supporting children and their families, and in striving for improvement. Monitoring and evaluation is thorough, and improvements in children's calculation skills and the outdoor environment shows evidence of the effectiveness of evaluation and action planning. The governing body is effective in its role of support, and is becoming increasingly involved in finding out the strengths and weaknesses of provision. However, its role of challenge and involvement in school improvement planning is not sufficiently well developed. As yet a system for the reviewing of policies is not fully embedded. All requirements for safeguarding children's health and well-being are in place, and meet statutory requirements.

The drive for equality of opportunity is at the heart of the school's work. It monitors the progress of different groups carefully to ensure all achieve well and the effectiveness of work in promoting community cohesion is good. A thorough audit and the resulting good plan ensures children have many opportunities to become aware of different cultures and traditions within the local community. There are plans to extend this to schools within the wider world. Staff and children in this culturally-diverse nursery, work harmoniously together and all children, whatever their needs, are fully included in all activities. Children's good achievement and enjoyment clearly show the school provides good value for money.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Views of parents and carers**

An above average proportion of questionnaires were received by the inspection team. The parents and carers who responded and those spoken to during the inspection were unanimous in their appreciation of what the nursery provides. No significant areas for improvement were identified. Inspection evidence supports the very positive views of parents and carers.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Harrington Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 80 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	94	3	6	0	0	0	0
The school keeps my child safe	41	85	6	13	0	0	0	0
My school informs me about my child's progress	33	70	14	30	0	0	0	0
My child is making enough progress at this school	34	72	11	23	1	2	0	0
The teaching is good at this school	35	74	11	23	1	2	0	0
The school helps me to support my child's learning	28	60	17	36	2	4	0	0
The school helps my child to have a healthy lifestyle	26	55	19	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	43	22	47	2	4	0	0
The school meets my child's particular needs	33	70	12	26	1	2	0	0
The school deals effectively with unacceptable behaviour	24	51	20	43	0	0	0	0
The school takes account of my suggestions and concerns	30	64	14	30	0	0	0	0
The school is led and managed effectively	34	72	10	21	0	0	0	0
Overall, I am happy with my child's experience at this school	39	83	8	17	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 March 2011

Dear Children

**Inspection of Harrington Nursery School, Derby, DE23 8PE**

Thank you for helping us to find out about all the things you do when we visited your nursery. We enjoyed talking to you and seeing you at work and play. We thought your 'Red Nose' biscuits looked 'yummy' and would have loved to taste them. It was lovely to see how happy you are and we know why. It is because all adults take good care of you and you feel very very safe. You know anyone will help you if you are upset or just want to talk. Your behaviour is outstanding which means it is very very good indeed. Well done. You do lots of exciting things both inside and out, and it is good to see how you help each other and share your ideas. You play well together and your parents and carers also told us that you have lots of fun.

We think your nursery is a good one, the teaching is good and your headteacher and staff know what needs to be done to become even better. Your parents and carers agree. They say you enjoy coming here, but we noticed that some of you do not come to the nursery everyday. This means that sometimes you miss important and exciting things, such as the 'Red Nose' day party. So we have asked your headteacher to try and explain to your parents and carers how necessary it is for you to be here everyday, if you are not poorly.

We think the 'Sparkle Books' are lovely and we are sure you like looking at them to see the photographs and pictures. We have asked the headteacher to make sure that there are lots in these books about what you know and can do. We have also asked staff to keep a record of all of your learning so they can check carefully you are all learning as fast as you can. We think the governors of your school want to help you as much as they can. We have asked them to support your headteacher more, in making sure everything is as good as it should be.

Best wishes to you all, and thank you again for helping us.

Yours sincerely

Lois Furness

Lead inspector

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