

# Hadfield Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112469
<b>Local Authority</b>	Derbyshire
<b>Inspection number</b>	357107
<b>Inspection dates</b>	25–26 May 2011
<b>Reporting inspector</b>	Sue Hall

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>	127
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Wilcox
<b>Headteacher</b>	Cheryl Mortimer
<b>Date of previous school inspection</b>	31 October 2007
<b>School address</b>	Queen Street Hadfield, Glossop SK13 2DW
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## Introduction

This inspection was carried out by two additional inspectors, who observed five teachers and sampled 10 lessons. The headteacher joined the lead inspector for several lesson observations. Meetings were held with the school's leaders, members of the governing body and different groups of children. Inspectors observed the school's work and looked at a range of policies, planning documents, minutes of governing body meetings and data about children's performance. They examined documentation and arrangements associated with how the school keeps children safe. Inspectors scrutinised 52 questionnaires completed by parents and carers and 16 by staff.

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

- Inspectors considered whether all groups of children make equal progress, including those with special educational needs, boys and girls and those of higher ability.
- The extent to which children have positive attitudes to their learning and whether they develop strong cultural and multicultural awareness for their age was considered.
- Inspectors judged the extent to which assessment information is used effectively enough to provide work that matches the different needs and abilities of the children.
- The team considered whether the monitoring of the work of the school is rigorously evaluative and identifies areas for improvement.

## Information about the school

This is an average-sized nursery in the High Peak area of Derbyshire. Most children are of White British heritage and very few speak English as an additional language. Children are admitted after their third birthday and attend in the morning and/or afternoon. A small proportion have special educational needs and/or disabilities, including speech and language difficulties. A new headteacher joined the school in 2010. The school holds the Basic Skills Quality Mark and Healthy School 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?**

**1**

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

**1**

## Main findings

This is a nursery that has maintained the outstanding quality of education and care found at the time of the previous inspection. Its success is largely due to the headteacher's and staff's on-going and consistent evaluation of the nursery's effectiveness and their resolute determination to sustain improvement. Children say that they really like coming to nursery and particularly enjoy playing outdoors. Their behaviour is excellent as is their moral and social development. Parents and carers are generally delighted with what is provided. Numerous appreciative comments, such as, 'We have great admiration for the professional and dedicated staff and feel it is a pleasure and privilege that our child attends the school', aptly sum up parents' satisfaction.

Children of all abilities make excellent overall progress and become confident young learners. By the time they leave, standards exceed those expected of children this age. Most children develop very secure speaking skills, count well, recognise the properties of shapes and acquire good physical and creative skills. Their knowledge and understanding of the world develops well and many enjoy using computers. Their early mark-making and writing skills, although improving, are not always as strongly developed as skills in other areas.

Teaching and learning are of high quality and are key to children's outstanding progress. One notable strength is staff's excellent use of questions that successfully prompt children to find out more and explain what they think. Teaching assistants play a highly valued role in supporting children's learning. Information about progress is used with impressive precision to inform future planning so that activities meet the needs of boys and girls, those of higher ability and others who find learning difficult. The curriculum is outstanding and the use of the outdoor learning area is highly effective in extending children's learning. The nursery also makes excellent use of the local area and facilities including those used for recent woodland activities. The curriculum balance is, occasionally, a little too focused on child-chosen activities at the expense of more specific teaching of basic writing skills. The care, guidance and support of the children are excellent. Well-established routines ensure children receive high quality support when they need help.

The leadership and management of the nursery are outstanding. The new headteacher has made a very effective start to the role by working with the staff team and governors to regularly check progress and monitor how well everything is working. The governing body is very active in finding out about the curriculum and is well informed, on a first-hand basis, about school based initiatives. Links with parents and carers are excellent. Staff have a high level of skills and keep up-to-date with current initiatives through continuing professional development. Taking all the above into account, particularly the effectiveness of high quality monitoring and self-evaluation procedures, the nursery has an outstanding capacity to improve.

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

- Improve the children's early writing skills by:
  - increasing the focus on adult-led activities that teach children how to develop basic mark-making and writing skills.

## Outcomes for individuals and groups of children

**1**

Children enter the nursery with a wide range of abilities and early experiences and with skills that are around the expectations for their age. On entry, some are shy but quickly grow in confidence through a wide range of stimulating activities that promote learning well. Children of all abilities, including the very small number speaking English as an additional language, make excellent progress in all areas of their learning. As one parent and carer rightly notes, 'My daughter has blossomed at this school and is now more than ready and prepared for full-time school'. In their personal, social and emotional development children become increasingly skilled communicators with their classmates and adults. Children of higher ability and those with special educational needs and/or disabilities make excellent progress in manipulating simple tools including scissors and construction blocks when, for example, making cardboard wheels for a vehicle made of recycled materials. Children also make excellent progress in learning the names of shapes, such as cylinders and cuboids, and recognising which shapes will roll down a slope most easily. Assessment information indicates that some boys do not do quite as well as girls in their early writing. Elsewhere there is little difference in the achievement of boys and girls.

Children have an excellent understanding of how to keep themselves and others safe. They know that when they are manoeuvring trikes or using climbing equipment, they must be very careful and take turns. Such activities, alongside stories and discussions, make a particularly strong impact on children's moral and social development. As a result, the behaviour of a large majority of children is excellent. Children develop good cultural and multicultural understanding through, for example, learning about festivals celebrated by families connected to the nursery. Although children have a good understanding of how to lead a healthy lifestyle, staff miss opportunities at lunchtime to encourage children to try a wider variety of food choices. Many children enjoy taking on small jobs around the nursery and activities with local groups that help them to contribute well to the school and wider community. Attendance, whilst not compulsory, is good.

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*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Children's attainment <sup>1</sup>	2
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
<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>2</b>
Taking into account: Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</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?

The excellent quality of teaching, learning and the curriculum ensures activities are stimulating, challenging and fun. Learning is very practically based with numerous opportunities for children to develop secure problem-solving skills. The current topic of recycling has led children to learn more about how to re-use a variety of everyday materials. When using papier-mâché, children make excellent progress in recognising how the feel of paper changes as it absorbs warm water and discovering what happens when they squeeze water out with rolling pins. Staff carefully track the progress individuals make in different areas and plan additional activities to challenge them. Occasionally, although there are many opportunities to develop early writing skills, there is not always enough adult input to ensure that skills are developed in a sufficiently systematic way.

Care and support are given a very high priority. One parent and carer summed up the views of many by commenting that, 'the individual, tailored help and sensitivity' are highly valued. Through careful observation, staff quickly identify which children may benefit from additional help. Very well established links with a range of external agencies ensure support is provided for those whose circumstances might make them vulnerable. Strong links with the adjoining Children's Centre ensure a smooth transition. The 'Share Project' is

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very highly valued by parents and carers. It is an effective way for them to share activities with their children and meet other families.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The new headteacher and established staff team work very effectively together to identify what is working well and where further improvements can be made. Recent improvements to the outdoor facilities illustrate that the setting is not complacent and is determined to keep moving further forward. The monitoring of teaching and learning is very effective and has resulted in the development of a highly skilled teaching team. Governors hold detailed discussions about the effectiveness of the setting. The governors' curriculum committee keeps very well informed through its specific links and a programme of focused visits. There are excellent links with parents, carers and a range of external agencies. The nursery promotes equality of opportunity very effectively. By providing individualised support, it ensures there are few barriers to learning for children from all backgrounds. Safeguarding procedures are good. There are careful checks of those who work in the nursery and the leadership team has prioritised the development of an e-safety policy and a review of the child protection policy. The school promotes community cohesion well, especially in its local community, and recognises the scope to further develop the links with an Ethiopian school and other international groups.

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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>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>1</b>

## Views of parents and carers

A good proportion of parents and carers replied to the inspection questionnaire. Of those who did, there were numerous very warm and appreciative comments about different aspects of provision including, 'wonderful warm atmosphere at this school' and, 'I can't praise Hadfield Nursery enough'. Parents and carers unanimously agree with several areas including that their children enjoy their time at the nursery and that teaching and learning are good. They also believe that children make enough progress, are encouraged to be healthy and are well prepared for their future. Of the very small number of parents and carers who disagree with aspects of the provision, some would like a little more information regarding progress and a few would like the nursery to take more account of their opinions and ideas. All other areas of disagreement were of an individual nature. Inspectors believe that overall links with parents and carers are excellent and that there is a very wide range of information available.



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

Ofsted invited all the registered parents and carers of children registered at Hadfield Nursery 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 127 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	42	81	9	17	0	0	0	0
The school keeps my child safe	44	85	7	13	1	2	0	0
My school informs me about my child's progress	37	71	11	21	2	4	0	0
My child is making enough progress at this school	39	75	11	21	0	0	0	0
The teaching is good at this school	45	87	7	13	0	0	0	0
The school helps me to support my child's learning	46	88	5	10	1	2	0	0
The school helps my child to have a healthy lifestyle	44	85	7	13	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)	38	73	11	21	0	0	0	0
The school meets my child's particular needs	42	81	8	15	1	2	0	0
The school deals effectively with unacceptable behaviour	38	73	11	21	0	0	1	2
The school takes account of my suggestions and concerns	37	71	10	19	2	4	0	0
The school is led and managed effectively	41	79	9	17	1	2	1	2
Overall, I am happy with my child's experience at this school	46	88	5	10	1	2	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.**



27 May 2011

Dear Children

**Inspection of Hadfield Nursery School, Glossop SK13 2DW**

Thank you very much for making the inspectors welcome when we visited your nursery recently. We really enjoyed meeting you, especially those of you who told us about the things you all do. I learned a lot about how you keep safe and what you do if you are worried about anything. I also enjoyed having lunch with several of you.

I particularly liked seeing how much you enjoyed recycling newspaper and how you found out about making wheels for your model vehicles from recycled materials. I was also pleased to see how much you enjoyed playing and learning outside where there are lots of interesting things to do.

We think that your nursery is excellent. Well done everyone, congratulations!

We believe that you all make excellent progress and that this really helps you to become much more confident. We were pleased that you learn to get on really well with other children and the adults around you and that your behaviour is usually excellent. We think the staff have high expectations of how you behave and of what you can learn.

The headteacher, governing body (who are the people who check on the work of the nursery) and staff have agreed to work on an important area to improve things even more. We have asked them to:

- help you improve your mark-making and writing by giving you more opportunities to learn to write well.

You could also help by making sure that you try even harder with your writing and perhaps you could try different foods at lunchtime to make sure you have a healthy diet.

Yours sincerely

Sue Hall

Lead inspector

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