

# Hindpool Nursery School

## Inspection report

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<b>Unique Reference Number</b>	112093
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	378421
<b>Inspection dates</b>	19–20 October 2011
<b>Reporting inspector</b>	Gillian Salter-Smith

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>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	88
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	J Penfold
<b>Headteacher</b>	J Mutton
<b>Date of previous school inspection</b>	14 January 2009
<b>School address</b>	Bath Street Barrow-in-Furness LA14 5TS
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed nine part-sessions of learning and play in the nursery and four of childcare for children attending the Butterfly Room. Three teachers, including the headteacher, four teaching assistants and two childcare workers were observed working with the children. The inspectors held meetings with staff and members of the governing body. An inspector talked to a few parents and carers when they brought their children to school. Inspectors observed the school's work, and documents scrutinised included the self-evaluation form, school improvement planning, the local authority adviser's report, policies relating to safeguarding, minutes of governing body meetings, records of monitoring of provision, the community cohesion policy, records of children's progress and of children at work and play. Questionnaires received and analysed included 24 from parents and carers and those received from staff.

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

- How successful is the school in supporting children's progress in their communication, language and literacy skills and their personal development, especially?
- How well do staff plan for children with different needs and levels of development and ensure that activities match needs?
- How effectively does the school analyse children's progress and use this information to promote improvement?
- How well does the school succeed in engaging parents and carers, particularly those who are more difficult to reach, in supporting their children's learning?
- How well do childcare arrangements support children's development?

## Information about the school

Hindpool Nursery School primarily provides nursery education for children aged three to four years old. The Nursery accommodates the Butterfly room which offers childcare to children aged two to seven years from 7.30am to 5.30pm each weekday, including most of the school holidays. It shares a site with Hindpool Children's Centre. Almost all the children attending the school are from White British backgrounds. A very few children speak English as an additional language. A small proportion of children have special educational needs and/or disabilities and a very small proportion are looked after by adults other than their own parents. The school has received the following awards: Healthy School status; Smiling for Life, for promoting oral and dental hygiene; and the local authority Quality Insurance Support Programme award, recognising the quality of provision for the care of children.

Both the nursery and childcare provision are managed by the governing body and the headteacher is responsible for their day-to-day management. The childcare provision was inspected at the same time as the Nursery school and forms part of this report. The children's centre offers a range of extended services for children and their families. The children's centre was inspected during the same week as the nursery by a separate inspection team, under the children's centre inspection framework. It has its own report which can be found on the Ofsted website.

**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

Hindpool Nursery is an outstanding school. Children are very eager to come to school and they love being busy, active and having fun. Parents and carers hold the school and the childcare in the Butterfly Room in high regard. Children's needs are exceptionally well met by outstanding teaching and a highly effective and innovative curriculum; both are adjusted continually in response to children's interests and needs. As a result, overall outcomes for children are outstanding, including their spiritual, moral, social and cultural development; they make exceptionally good progress in all areas of learning from low starting points to reach levels of skill broadly typical for their age so their achievement is good. Children make very strong contributions to the school community; they are very proud to belong to the school; their behaviour is outstanding and they show great consideration towards each other. They are very safe and secure and this is evident in their confidence when playing and moving about happily both indoors and outdoors. The governing body fulfils its requirement to ensure the safeguarding of children and staff exceptionally well. Outstanding partnerships with local providers, including the children's centre, result in children and their families, particularly those whose circumstances make them potentially vulnerable, receiving excellent care, support and guidance. The school involves parents and carers, including those who are harder to reach, exceedingly well in supporting their children's learning. Good provision of childcare in the Butterfly Room supports children's smooth transition into the Nursery classes.

Inspirational senior leaders and a highly cohesive team of staff share clear aims and principles that underpin all activities. Their commitment to equality of opportunity and inclusion of all children, whatever their circumstances, is outstanding; everyone in the school's extended community is valued for the contribution they make; and the nurturing of every child's ability to make wise choices and be independent are highly evident. Frequent and rigorous monitoring of the school's work by senior leaders, including close analysis of children's progress, contributes to very accurate self-evaluation. As a result, the school has improved many aspects of its work significantly since the previous inspection demonstrating an outstanding capacity to improve further. The governing body, which includes a number of new members, strongly supports the work of the school. The governing body has a role in monitoring the work of the school, in particular through a key annual meeting with all staff which celebrates the school's work and evaluates the school improvement plan. However, visits to the school by members of the governing body to check on

the impact of the school improvement plan between these meetings are less frequent. Value for money provided by the school is outstanding.

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

- Further improve the role of the governing body in monitoring the work of the school by:
  - providing training for members of the governing body, including those new to the role, to develop the skills and confidence needed to carry out their monitoring role
  - ensuring that monitoring visits by members of the governing body check more closely on the impact of the actions taken as identified in the school improvement plan and that there is a plan for the frequency of these visits.

## Outcomes for individuals and groups of children

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Children arrive at the school with happy, smiling faces and are eager to attend. They settle quickly to activities they have chosen. They follow routines readily and carry out many tasks independently. For example, they register their name cards when they arrive; respond quickly to signals to gather on the carpet; take their snacks independently; and hang aprons on pegs and clear up well after messy play activities. Children make excellent progress in their communication and language development. They talk happily to staff about what they are doing and what they like doing. They identify significant words and letters, such as their names and labels on key equipment. They are developing a strong interest in books and reading.

Children make excellent progress in their personal, social and emotional development. They share and play happily alongside each other often talking to each other companionably, especially when they take on roles in the 'home' role-play areas. They are sensitive towards each other's feelings and are quick to offer comfort if another child is upset. Children concentrate very well and most persevere and complete tasks. For example, children take great care when creating their pictures of autumn fires, using many flame-coloured paints and plenty of glitter. They know very well how to keep themselves safe and take great care when climbing on equipment outdoors, sometimes reminding other children to 'be careful'. Children behave exceptionally well. On the few occasions when their actions are not acceptable, adults help them to understand how their actions affect others. As a result, they learn about justice and fairness. Children benefit from many opportunities for physical play and they learn about healthy foods, especially during snack time. They gain a great deal from taking part in many community activities such as the Hindpool Gala. Children are excited about the world around them. They are excited by their many discoveries, such as when they look out for different birds in the garden and wonder at the many different birds they see. Children with special educational needs and/or disabilities are identified early and make exceptional progress in all areas of

learning. Although the level of development boys reach is not as high as that of the girls in some areas of learning, their progress is equally outstanding.

*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>2</b>
Taking into account:	
Children's attainment	3
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>1</b>
<b>The extent to which children develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Children's attendance	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

Leaders, teaching staff and teaching assistants work as a very strong team to provide outstanding provision that meets individual children's needs exceptionally well. A common approach to assessment and planning between the nursery and the childcare in the Butterfly Room leads to a strong focus on meeting every child's needs and very good continuity of development and learning. Very positive and supportive relationships between staff and children and their families help children to feel secure and confident and able to enjoy school. Staff have an excellent understanding of how young children develop and learn and plan a wide range of activities designed to support their progress in all areas of learning. The strong focus on developing children's communication and language skills and their personal, social and emotional development permeates all activities and interactions between staff and children. Staff observe all children closely, listen to and respond to their talk, follow up their ideas and introduce new vocabulary. They pose questions that develop children's creativity, imagination, language and communication skills extremely well. Excellent assessment and observation help staff to know individual children very well indeed and understand what next steps in learning children need to take.

Staff take very good care to develop the language and communication skills of children learning English as an additional language, so that they make excellent progress. Excellent partnerships with local providers, including with the children's centre, together with exceptionally well-targeted support ensure that children with special educational needs and/or disabilities are extremely well supported.

The indoor and outdoor learning areas are very well planned and resourced to ensure that children have every opportunity to learn through activities that excite

and interest them. Children take part in planning what they would like to do, and at the same time, staff guide children towards activities to ensure that they make at least good progress in all areas of learning. The balance between activities led by adults and those chosen by the children is very well considered so that children are keen to pursue their interests, but also take part in well-focused group work.

The staff from the nursery and the Butterfly Room work exceptionally well in partnership to provide outstanding care, guidance and support for all children, including children looked after by adults other than their own parents. The school is a welcoming environment and parents and carers are confident and happy to come into the building and talk to staff. The role of key adults, with direct responsibility for a small group of children, is crucial and successful in monitoring each child’s progress and knowing their circumstances well.

Provision in the Butterfly Room is good overall. Ratios of staff to children are very good so that children receive much individual support and attention. A very good range of resources is used well by staff to interest and challenge children. The immediate outdoor area is less extensive than that for the Nursery classes, although recent improvements mean that staff and children can more easily visit the extensive outdoor area for the Nursery classes.

*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?**

Exceptionally strong senior leaders set high expectations of themselves and all staff, in both the nursery and the Butterfly Room, based on a clear commitment to meeting the needs of every child, including those with potentially more vulnerable circumstances. Staff morale is very high and staff in both the nursery and the Butterfly Room work as a cohesive team to meet the clear and ambitious aims of the school. Very rigorous monitoring of children’s progress and of provision by senior leaders has led to the identification of clear priorities that are acted upon robustly and to highly positive effect. Professional development for all staff is highly focused on the priorities for the school and internal expertise among staff is used exceedingly well to develop excellent practice and improve effective practice even further.

The governing body fulfils its statutory duties effectively. It has constructive relationships with staff and is highly supportive of the school’s work. Members of the governing body bring useful expertise to their role and some play an active part in supporting the day-to-day work of the school. The governing body monitors the progress of children closely, paying keen attention to the reports of senior leaders and it takes good account of the views of staff, parents and carers. However, monitoring visits carried out by members of the governing body in recent months

have been variable in their frequency, and in their effectiveness in keeping a check on the impact of the actions for development identified in the school improvement plan.

The school’s outstanding partnerships with parents and carers through, for example, the daily contact with staff and key workers, the shared learning journals and activities, such as the ‘Natterjack’ sessions, when children, parents, carers and teachers play and learn together contribute to children’s outstanding progress.

Checks on the suitability of staff to work with children are highly stringent and fully meet current government requirements. Staff are rigorously trained in child protection procedures and arrangements for child protection are extremely robust. Risk assessments are highly focused and detailed and cover all areas of the school’s activities. The childcare provision in the Butterfly Room fully complies with the requirements for registration.

The school has an exceptionally strong commitment to promoting inclusion, equality of opportunity and tackling discrimination. The school does all that it can to ensure that every child achieves their best. The improved system to analyse the progress of different groups of children, developed since the last inspection, is very effective in helping to identify gaps. These are tackled quickly, for example the gaps between girls’ and boys’ outcomes in some areas of learning are being closed very rapidly.

The school's policy and audit of community cohesion set out a clear understanding of the school’s place in the local and wider communities. Children learn to get on well with others from different backgrounds and cultures within the school and the wider community, often sharing celebrations and traditions. Tolerance and understanding of differences are continually encouraged.

*These are the grades for the 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>2</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>1</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 of children in the Nursery classes and a few parents and carers of children attending The Butterfly Room responded to the questionnaire. The responses show that parents and carers are overwhelmingly supportive of the school's work. Typical of their comments is, 'Hindpool is an excellent nursery. It provides for all my child's needs and I am very pleased with my child's progress.' Inspection evidence confirms these positive views.

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

Ofsted invited all the registered parents and carers of pupils registered at Hindpool 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 inspector received 24 completed questionnaires by the end of the on-site inspection. In total, there are 83 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	83	3	13	0	0	0	0
The school keeps my child safe	22	92	2	8	0	0	0	0
The school informs me about my child's progress	18	75	6	25	0	0	0	0
My child is making enough progress at this school	21	88	3	13	0	0	0	0
The teaching is good at this school	23	96	1	4	0	0	0	0
The school helps me to support my child's learning	20	83	4	17	0	0	0	0
The school helps my child to have a healthy lifestyle	18	75	6	25	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)	17	71	7	29	0	0	0	0
The school meets my child's particular needs	19	79	4	17	0	0	0	0
The school deals effectively with unacceptable behaviour	17	71	7	29	0	0	0	0
The school takes account of my suggestions and concerns	18	75	6	25	0	0	0	0
The school is led and managed effectively	21	88	3	13	0	0	0	0
Overall, I am happy with my child's experience at this school	23	96	1	4	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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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 pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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 pupils 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 pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**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 October 2011

Dear Children

### **Inspection of Hindpool Nursery School, Barrow-in-Furness, LA14 5TS**

I want to thank every one of you for being so friendly and welcoming when I came to visit your school. Your school is outstanding; that means is very, very, very good and you are right to feel very proud to belong to it. All the adults are very kind to you and they work extremely hard and successfully to help you to do your very best. They are especially good at making sure that every one of you gets the help that you need. They are very good at encouraging your parents and carers to work with them so that you can carry on enjoying learning when you are at home.

You are very special children who enjoy coming to school a great deal. You make the most of all the fun activities in the classroom and outdoors. You behave very well indeed; you are very caring towards each other and know how to keep yourselves safe. It was good to see how excited you were about finding out about new things, like spotting different birds in the garden. You make outstanding progress because the teachers and other adults do an amazing job in finding activities that you really enjoy.

We have asked your headteacher and the adults that help to run your school to check a little more often that the ideas they have to help you do even better are working well for you.

I hope that you all carry on coming to school with a big smile on your face ready to enjoy everything that each day will bring.

Yours sincerely

Gillian Salter-Smith  
Lead inspector

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