

Hollywood Park Combined Nursery Centre

Inspection report

Unique Reference Number	106015
Local authority	Stockport
Inspection number	377338
Inspection dates	28–29 November 2011
Reporting inspector	Sarah Drake

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	54
Appropriate authority	The governing body
Chair	Sheila Bailey
Headteacher	Susan Baxter
Date of previous school inspection	16 March 2009
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven sessions led by two different teachers and nine teaching assistants, and held meetings with members of the governing body, staff and the school's local authority adviser. They observed the school's work, and looked at documentation relating to children's attainment and progress, and school management, including safeguarding. The inspectors also took into account the questionnaires returned by four staff and 25 parents and carers.

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

- The success with which children of different abilities develop and use their communication and mathematical skills to support their learning in all areas.
- The effectiveness with which all staff use information gained from observation and assessment to adapt the provision according to children's different needs and interests.
- The impact that outdoor learning has on children's all-round skills development.
- How successfully leaders evaluate the effectiveness of the school's provision and take actions to drive improvement.

Information about the school

Hollywood Park is larger than the average-size nursery school. It offers 104 full-time equivalent places and also four full-time equivalent resourced places for children with profound and multiple difficulties. The nursery is located close to the town centre, but children attend from across the borough. The majority of children are of White British heritage. Below-average proportions are known to be eligible for free school meals, belong to minority ethnic groups, and speak English as an additional language. Usually, children join the nursery at the beginning of the term after their third birthday. They attend for 15 hours a week for between three and five terms. The nursery holds the Early Years Healthy Schools Award.

Since the previous inspection, the leadership and staffing have gone through an unsettled period. Since May 2011, in the absence of the headteacher, the school has been led by the deputy headteacher. A long-term supply teacher is leading the learning in one base room.

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

3

Main Findings

This is a good nursery school where children enjoy their learning greatly and make good progress in developing their skills. 'I would recommend any parent to send their child there' is typical of the many positive comments made by parents and carers. Children's skills levels on entry to the nursery vary, but are generally below those expected for their age, whereas by the time they leave, most children are working within the expectations for their age and a few have exceeded them. Staff work well together as a team that is dedicated to promoting the best interests for each child and which provides outstanding levels of care, guidance and support. Staff know children well as individuals and, as a result, children are happy, grow in confidence, form good relationships and behave well.

Children make good progress because, overall, the quality of teaching is good. Generous staffing levels ensure that each child has many opportunities to develop their skills through discussion with adults. A wealth of high-quality resources both indoors and out entice children to experiment and explore. Although staff record detailed observations of children's response to activities, this assessment information is not yet being used as fully as it could be to identify the next steps individuals might take in their learning. The system for tracking each child's progress provides an overall picture of their development in each area of learning. However, it does not highlight with sufficient clarity whether, for example, a child's skills in reading or problem solving are stronger than in writing or calculation. The planning for sessions is also more general than precise.

The recent, unsettled nature of the leadership has slowed the school's drive for continuous improvement. Systems for monitoring, evaluating and development-planning are not sufficiently rigorous. The current leaders are knowledgeable about current best practice, reflective about the quality of the school's provision, and have high aspirations for each child, but have not yet had the opportunity to implement substantial change. The governing body is suitably involved in the life of the school, particularly in relation to ensuring that it remains financially viable. The leadership demonstrates it has satisfactory capacity to sustain improvement.

What does the school need to do to improve further?

- Increase the rigour with which leaders monitor, evaluate and plan to improve the school's performance, ensuring a sharp focus on children's achievement.
- Improve the systems for assessing, recording and planning children's progress by:
 - establishing a policy for this area and applying it consistently
 - ensuring that individual pupils' strengths and areas for development in each strand of learning are highlighted precisely and the necessary next steps identified
 - using the information to identify in planning how those areas will be promoted further.

Outcomes for individuals and groups of children

2

One parent's comment that 'my child runs to nursery every day and even wants to go in during the weekends and holidays' sums up children's positive attitudes to learning. They arrive smiling at the start of sessions and take pride in writing their name on the 'Good morning everyone' sheet, which is soon displayed for all to see. In the relaxed, supportive atmosphere, children grow used to routines quickly and develop a sense of community within both their key-worker group and the nursery as a whole. They are equally keen to make patterns or build towers, to bathe 'babies', or create pictures, to invent imaginary worlds using small figures and puppets or to sit quietly listening to a story. Children select the resources confidently that they wish to play with and generally sustain their concentration well. All children, including those learning English as an additional language and those who have special educational needs and/or disabilities achieve equally well. They tend to make rapid progress during the early stages of their time in the nursery and then consolidate their skills, so that they join their Reception classes in many different schools across the borough with a secure foundation on which to build further learning.

Children's good personal development is a particularly strong feature of the nursery. Children develop caring attitudes towards each other, understand the fairness of taking turns, and include fully in their play those who are different from themselves. They are beginning to increase their awareness of the lives others lead, for example, through 'spotty' writing for Children in Need, or the celebration of Chinese New Year. Children are happy to assess for themselves how high they dare to go on the climbing frame and they understand the need to avoid slippery wet logs. They taste different fruits willingly and revel in energetic play outdoors. Through activities such as the spontaneous setting up of a 'builders' yard', they demonstrate their understanding of the relevance of communication, mathematical and problem-solving skills to real life and the world of work.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	2
Children's achievement and the extent to which they enjoy their learning	2
Taking into account:	
Children's attainment ¹	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
The extent to which children feel safe	2
Children's behaviour	2
The extent to which children adopt healthy lifestyles	2
The extent to which children contribute to the school and wider community	2
The extent to which children develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Children's attendance ¹	2
The extent of children's spiritual, moral, social and cultural development	2

How effective is the provision?

Good-quality relationships, together with extensive use of praise and conversation with children, form the backbone of the teaching, which enables children to make good progress in all areas of learning. Staff adapt their input flexibly, according to children's interests. For example, the unexpected discovery of some glitter in the 'forest' area led to imaginative discussion about it being fairy dust and to children's eager writing in response to a letter 'from the fairies' that arrived during a subsequent session. The careful attention paid to helping children to settle well when they join the nursery includes very close liaison between each child's parent or carer and their key-worker. It ensures that, from an early stage, staff have good knowledge of individuals' strengths and weaker areas, which they use effectively to progress each child's learning. Regular discussions between staff ensure that all are aware of children's skills' development and what they need to build on, so that these assessments underpin the good-quality teaching. However, that knowledge is generalised across the areas of learning. There is not enough precision in either the recording of progress, or planning of sessions to inform the teaching, so that it enables children to make even better progress.

Staff use the indoor and outdoor areas equally well to promote learning. The abundance of high-quality, imaginative resources is organised well and much care has been taken to adapt the provision, creating a calm yet stimulating environment for learning. Muted table coverings, low-level lighting in some areas and inviting, enclosed spaces are effective in helping children to prolong their levels of concentration and to become confident speakers. A good range of visitors broadens children's knowledge of the world beyond their immediate surroundings, as does the celebration of significant festivals and events throughout the year. Early, precise analysis of children's facility with language leads to small group sessions, which enable those with weaker skills to make good progress in this area. Similarly, regular analysis and review of children's special educational needs and/or disabilities,

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

combined with well-directed extra input from staff and good liaison with outside professionals, lead to the children making sustained progress. Above all, staff’s interest in children as individuals and their gentle way of speaking with them, combined with their excellent knowledge of children’s family circumstances and the support offered to those facing challenging circumstances, ensure that children feel emotionally secure and, therefore, able to make the most of the opportunities provided.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff are very loyal to the headteacher and supportive of the deputy headteacher and permanent teacher, who have taken on new and temporary leadership roles. The nursery has a history of offering children highly effective provision and all staff are determined that this should continue. They welcome the increased sharing of responsibilities introduced this term and also the opportunities provided for further training, including visits to other providers, in order to increase their confidence and expertise. The leaders have already recognised the need to bring more rigour to the nursery’s systems for monitoring and evaluating its practice and to develop an assessment system that is more precise than that currently in use. Those areas, however, do not feature in the school development plan, nor are the success criteria included in that document linked closely to children’s achievement, which was identified by the previous inspection as the area for improvement. Without such a clear indication of intention, the school is not improving as quickly as it could and leadership is satisfactory rather than good.

The governing body meets regularly and is suitably aware of the school’s activities and challenges and involved in discussion about development planning. It ensures that safeguarding procedures meet requirements and that, on a day-to-day basis the school takes good precautions to protect children from harm. During the inspection, members joined staff in refresher training related to child protection. The promotion of community cohesion is also satisfactory. Good relationships ensure that the school operates in an inclusive, cohesive manner and leaders are taking suitable steps to broaden children’s awareness of the local and wider communities. Whatever their abilities and needs, all children have equal opportunities to access the provision and make equally good progress. The strong partnerships developed with parents and carers before children even start at the nursery continue during the time that they spend there and make a good contribution to the effectiveness of their learning.

These are the grades for the leadership and management

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

Views of parents and carers

Almost half of the parents and carers returned the questionnaire, which is a good return. They hold unanimously positive views of the nursery and particularly appreciate their children’s happiness and the high levels of care provided by the ‘very approachable and friendly staff who work in the best interests of the children’. Their views are similar to those outlined in the inspection judgements.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hollywood Park Combined Nursery Centre 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 25 completed questionnaires by the end of the on-site inspection. In total, there are 54 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	96	1	4	0	0	0	0
The school keeps my child safe	24	96	1	4	0	0	0	0
The school informs me about my child's progress	20	80	5	20	0	0	0	0
My child is making enough progress at this school	19	76	5	20	0	0	0	0
The teaching is good at this school	19	76	5	20	0	0	0	0
The school helps me to support my child's learning	20	80	5	20	0	0	0	0
The school helps my child to have a healthy lifestyle	17	68	8	32	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	68	7	28	0	0	0	0
The school meets my child's particular needs	18	72	7	28	0	0	0	0
The school deals effectively with unacceptable behaviour	15	60	9	36	0	0	0	0
The school takes account of my suggestions and concerns	19	76	5	20	0	0	0	0
The school is led and managed effectively	21	84	4	16	0	0	0	0
Overall, I am happy with my child's experience at this school	24	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).

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



30 November 2011

Dear Children

**Inspection of Hollywood Park Combined Nursery Centre, Stockport – SK3
OBJ**

You may remember that another inspector and I came to your nursery recently. Thank you for being so friendly and for chatting with us. We enjoyed our visit and have judged that Hollywood Park is a good nursery.

Your teachers work very closely with your parents and carers to make sure that you settle well at the nursery and this means that you enjoy your time there. It was good to see how sensible you are about not climbing on slippery logs and also that you are adventurous about going high on the climbing frame or fast on the tricycles. You make good friends with other children and also feel that you can share with the adults anything that is making you feel unhappy. The adults talk with you a great deal and this helps you to learn lots of new things at the nursery. You also have a good range of different activities to choose from each day, so you never get bored. You showed me that you have a lot of fun as you learn. I was very interested to see the letters some of you wrote to the fairies who left sprinkles of glitter in the forest area.

All the adults try very hard to make sure that the nursery offers you the best possible start to your education. We have made two suggestions designed to help them improve the nursery even more. So, be prepared for activities and discussion with adults that invite you to think even harder about your play, without, of course, getting in the way of you enjoying it as much as you do now!

This letter comes with our best wishes for the future.

Yours sincerely

Sarah Drake
Lead inspector (on behalf of the inspection team)

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