

Hillview Nursery

Grange Road, Harrow, HA2 0LW

Inspection dates 12 September 2012

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|--------------------------------|----------------------|-------------|----------|
| Overall effectiveness | Previous inspection: | Good | 2 |
| | This inspection: | Good | 2 |
| Achievement of pupils | | Good | 2 |
| Quality of teaching | | Good | 2 |
| Behaviour and safety of pupils | | Good | 2 |
| Leadership and management | | Good | 2 |

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good because all staff place children's achievement and well-being at the centre of all the school does.
- Teaching and learning are consistently good. Activities, whether inside or outdoors, are very well resourced and enthuse the children. The way adults interact with individuals and the quality of the relationships they develop with the children are outstanding.
- Children's behaviour is always good and often outstanding because, from day one, children are quickly taught what is expected of them. Attitudes to learning are good and children learn effectively as they play in a safe environment.
- The nursery is well led and managed by the school manager, who is effectively supported by the rest of her team. Monitoring of teaching is successfully managed and so all children receive good quality teaching and make good progress. Parents are pleased with how their children thrive as they play and learn.
- The governing body supports the nursery well. Since the previous inspection the governors have received extra training and are now better informed so are able to support and challenge the school more effectively.

It is not yet an outstanding school because

- Although activities are exciting and interesting, teachers do not always give children enough opportunities to develop their speaking skills.
- Data analysis is not clearly showing how different groups of children are performing.
- The minutes of the governing body meetings do not give a true reflection of the effective support and challenge which the governing body gives to the nursery.

Information about this inspection

- This inspection was carried out with half a day's notice and took place over one day.
- The inspector observed activities in five parts of sessions taught by two teachers and five early years educators.
- Discussions were held with the school manager, senior leaders and managers, a few parents, as well as the headteacher from Roxeth Primary School and a representative from the local authority, who are also both members of the governing body.
- The inspector took account of the responses to the online Parent View survey in planning the inspection, observed the work of the school, and looked at documentation including teachers' planning, the school development plan, documents related to safeguarding and minutes from meetings held by the governing body.

Inspection team

Nina Bee, Lead inspector

Additional inspector

Full report

Information about this school

- Hillview Nursery is a smaller-than-average nursery school and is situated within Hillview Children's Centre and caters for up to 24 children each morning and 24 each afternoon.
- There were only 12 children present during the inspection because at this time of the year staff gradually introduce the new children into this nursery.
- Hillview Nursery has a very well established partnership with Roxeth, a local primary school, which enables their nursery-aged children to work alongside the Hillview children.
- A small minority of children come from White British or White other backgrounds, with the large majority coming from a range of minority ethnic groups.
- The proportion of children who speak English as an additional language is above average.
- The proportion of disabled children and those with special educational needs is below average for those supported at school action, and above average for those on school action plus or in possession of a statement for special educational needs.

What does the school need to do to improve further?

- Ensure that, at all times, adults develop speaking skills more effectively by:
 - giving very reluctant speakers time to have a go at repeating key words they hear
 - giving reluctant speakers more opportunities to answer simple questions
 - giving more confident speakers time to think and then attempt to articulate their responses.
- Use data information collected on children's progress to identify more clearly how different groups are performing, for example disabled children and those who have special educational needs.
- Ensure that the minutes of the governing body meetings reflect the work governors do and clearly show the support and challenge they give to the nursery.

Inspection judgements

The achievement of pupils

is good

- Children enter the nursery with skills and knowledge at levels that are well below those expected for their ages, particularly in speaking. By the time they leave to go to a Reception Year class elsewhere, their skills are still below expected levels, but this represents good achievement in relation to their starting points.
- Information collected previously by the school shows that progress overall is good in all areas. However, the school has recognised the need to more clearly identify and analyse the progress made by different groups of children, such as ethnic minority children or those that are disabled or who have special educational needs.
- The needs of disabled children and those who have special educational needs are clearly identified and these children receive sensitive support at all times which enables them to achieve as well as their classmates.
- Adults focus expertly on children's individual needs. They liaise very well with parents so know each child extremely well. During their time in nursery, staff effectively support the children who speak English as an additional language. As a result, their achievement is good.
- Children make good progress as they develop listening skills because they listen attentively when adults speak to them. However, progress is, at times, hampered for all children when adults do not focus enough on the development of speaking skills.
- Good progress was seen in every corner of the nursery. For example, children were seen at snack time, sitting nicely at the table, taking turns and eating 'juicy' grapes and 'crunchy' apples. The children enjoy learning and were observed achieving well as they carefully chose different colours to paint pictures whilst expertly using an easel. Others used their imaginations well as they thoroughly enjoyed 'making tea' and 'feeding their babies' in the home corner.

The quality of teaching

is good

- Adults put lots of thought into organising very well resourced exciting activities for the children. Teachers' planning has improved since the previous inspection and now caters for children's different abilities within the groups in which they work.
- The way adults interact with individuals and small groups is outstanding. They are expert at moving learning on using the ideas of the children. Children were seen excitedly taking part in a messy play activity which involved moving cornflour around a tray. When they decided to add water much fun and enjoyment were seen as children carefully learned how to pour water from plastic jugs. Children had good opportunities to listen to new vocabulary as they tried to identify whose jug had the most water.
- Although adults work hard at introducing new vocabulary during activities, the development of speaking skills is not always quite as effective. Many children are reluctant speakers and say little. Opportunities are sometimes missed to give those who are not confident speakers chances to repeat given words or answer simple one word questions. More confident speakers are not always given enough time or encouragement to think and then articulate their thinking.
- Parents say that their children settle into nursery quickly and are pleased that they are becoming enthusiastic learners. This is because induction procedures are successful and excellent relationships are developed, very quickly, between the children and the adults who help them. Children were seen to be enjoying everything they did as they took part in the activities on offer. During the inspection, children were heard crying when they had to go home.
- Personal and social skills are expertly promoted. Learning was outstanding as children sat

and ate their lunch. The small group of children were given excellent support which allowed them to serve themselves and learn the names of what they were eating. Adults worked hard to initiate conversations such as identifying the different colours they could see in the salad. As a result, children confidently had a go at naming different colours correctly.

The behaviour and safety of pupils are good

- Adults have high expectations regarding behaviour and all of them focus effectively on ensuring that children learn how to behave well and keep themselves safe in different situations, for example not to run inside the classroom and wash their hands before eating snacks or lunch.
- All behaviour observed was at least good and often outstanding. Children from many different nationalities played amicably alongside each other. Although many children have limited speech they get along well with their classmates and no antisocial behaviour was observed. There are no recent records of poor behaviour, although clear procedures exist to record it if any should occur.
- Children are interested in learning and keen to come to the nursery. Attendance is generally good.
- Adults work hard to ensure that children learn and play, both inside and out, in safe and secure surroundings.

The leadership and management are good

- The school manager has been instrumental in developing an ambitious team whose main objective is to strive for the very best. Improvement planning is well focused on moving children's outcomes from good to outstanding. A recently identified priority was to improve progress and attainment in problem solving, reasoning and number and communication, language and literacy. As a result, the proportion of children who reached higher levels in these areas at the end of nursery increased at the end of the last academic year.
- Senior leaders and managers including governors are all involved in the well established systems which monitor the quality of teaching and learning. They ensure that the teachers and early years educators receive good quality advice and support to enable them to improve their practice. Consequently, good teaching and learning have been maintained since the previous inspection.
- Professional development is effective and linked well to staff performance management. After recent training on the new curriculum for Early Years Foundation Stage, staff have worked hard and adapted their planning and observation materials accordingly. As a result, the curriculum is well planned and focuses clearly on the new guidance. In addition, it very effectively promotes children's spiritual, moral, social and cultural development. There are numerous planned opportunities to celebrate the many cultures of the children in the nursery. Through both written and verbal communications, parents are well informed and happy with the work of the nursery.
- **The governance of the school:**
 - The governing body is kept well informed through regular written reports from the school manager, discussions with staff and visits to the nursery. Governors are fully involved in checking that the nursery is a safe place for children to learn and play. The governing body takes its responsibility for health and safety seriously. Documentation related to safeguarding is well organised and clear, and statutory requirements are met.
 - Governors, along with the leaders and managers, ensure that discrimination of any kind is not tolerated and that all children achieve well in a setting which supports the good promotion of equal opportunities.
 - Almost half of the governing body is experienced in early years practice as well as being

experienced as governors. Less experienced governors are offered training and kept well informed so that they are able to support and challenge the work of the school. Governors have recently been very involved in the finances and the refurbishing of the sensory room.

- Minutes from the governing body meetings are not accurately recorded to show the full impact of its work on improving the work of the school.

What inspection judgements mean

| School | | |
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| Grade | Judgement | Description |
| Grade 1 | Outstanding | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment. |
| Grade 2 | Good | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment. |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection. |
| Grade 4 | Inadequate | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

School details

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| Unique reference number | 133668 |
| Local authority | Harrow |
| Inspection number | 402579 |

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

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| Type of school | Nursery |
| School category | Community |
| Age range of pupils | 2–4 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 12 |
| Appropriate authority | The governing body |
| Chair | Paulette Patterson |
| Headteacher | Aran Forde (School Manager) |
| Date of previous school inspection | 4–5 May 2010 |
| Telephone number | 020 84224692 |
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