

Hollywood Park Nursery School

Hardman Street, Chestergate, Stockport, Cheshire, SK3 0BJ

Inspection dates 2–3 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher exudes enthusiasm and leads and manages this Nursery exceptionally well.
- The team of staff understand how children learn exceptionally well and are relentless in their pursuit of excellence.
- All staff have a very good understanding of those children who may require additional help and those who are most able and how support needs to be provided.
- Children with places in the resourced provision come on in leaps and bounds during their time at Nursery because all staff are consistently attentive to their particular needs.
- All children are continually trying and learning new things. They make at least good progress and often rapid progress from their starting points.
- High quality teaching and the exciting curriculum prepare children very well for the next step in their education.
- Parents are kept well informed about how well their child is doing and the recently introduced electronic assessment system is an exciting tool for building on this.
- The continuous professional development of staff is managed very well and ensures their knowledge of early child development is current. They are in the process of developing ways of sharing best practice.
- Teaching has a highly positive impact on the way children respond and the management of their behaviour is excellent.
- The safety and well-being of each child is a priority for every member of staff and ensures children are safe and very well cared for during their time at Nursery.
- The governing body fully supports the headteacher’s ambitions for the school while providing robust challenge. It reviews the quality of teaching and learning rigorously to be certain that the provision continually meets the needs of every child as well as it possibly can.

Information about this inspection

- The inspectors observed a range of indoor and outdoor activities, including self-chosen activities, small group activities and activities led by adults. They observed children in the main Nursery provision, the specialist resourced provision and the wraparound care. The lead inspector conducted one joint observation with the headteacher.
- The inspectors spent time talking with children, looking at 'Learning Journeys' for children with special educational needs, disabled children and children with English as an additional language from this year and last year and the records of children's achievements during their time at the Nursery.
- Formal and informal meetings were held with the headteacher, staff, including a speech and language therapist, the Chair of the Governing Body, parents and a representative from the local authority.
- A range of documentation was scrutinised including: the school improvement plan, the school's own assessment of how well it is doing, assessment data from previous cohorts of children, minutes of governing body meetings, policies and procedures, records and logs relating to safeguarding, child protection, behaviour, attendance and health and safety, and 27 Parent View responses.

Inspection team

Karen Ling, Lead inspector

Additional Inspector

Sheila Iwaskow

Additional Inspector

Full report

Information about this school

- This is a large nursery school situated within a grade two listed building in the city of Stockport.
- Children travel from the local area and beyond to access the Nursery.
- Each child is allocated a member of staff, known as the key person. The role of the key person is to help the child become familiar with the Nursery and to be the main point of contact for the parents.
- A small proportion of children speak English as an additional language.
- The Nursery has an eight place specially resourced provision designated for disabled children and those with complex special educational needs.
- A significant proportion of children join the school with special educational needs.
- The governing body manages registered early years provision for children aged two. This provision is subject to a separate inspection and the report can be accessed at www.ofsted.gov.uk.
- Wraparound care is offered for children who attend the Nursery. It operates before and after the Nursery session, Monday to Friday.

What does the school need to do to improve further?

- Embed systematic peer observations in order to share best practices in teaching frequently and further enhance individual teaching skills so that staff have an even greater impact on children's learning and achievement.
- Develop the use of the electronic assessment system in a way that encourages and enables all parents to be actively involved in building on their child's learning and development beyond the Nursery environment.

Inspection judgements

The leadership and management are outstanding

- 'To be the best we can be' is the ethos of this Nursery and permeates every element of its work. The headteacher strives for excellence and has successfully raised the quality of provision since the last inspection.
- The environment is very well organised and well maintained. All staff manage their roles and responsibilities to a high standard.
- Excellent team work and a consensus of approach ensure all children, including those who speak English as an additional language, disabled children and those with special educational needs, thrive here.
- The Nursery is highly successful in its work to ensure all children have equal access to the full curriculum, resources and any other opportunities.
- High-quality observation and assessment systems identify progress in every strand of learning. Consequently, staff have a clear understanding of next steps and enable these to happen.
- The high-quality curriculum successfully promotes children's awareness and understanding of fair play, respect and tolerance of each other's differences. This gives children a firm basis on which to develop these British values.
- The professional development of staff is managed very well so that the quality of teaching is continually improving. Staff are keen to develop the process of peer observations and some have already done so.
- Staff benefit from the easy access to the local authority training site; the record of continuous professional development is impressive and staff agree that they feel well supported in this area of their work.
- Parents spoke very positively to inspectors about how well they are kept informed about their child's achievements. They contribute to their child's 'Learning Journey' record of progress and are looking forward to the introduction of the new electronic system. This system enables parents to contribute and provide a holistic view of what their child knows and can do.
- **The governance of the school:**
 - The governing body has an accurate view of the Nursery, is highly supportive of the headteacher and recognises her expert leadership. They help to set targets to improve provision and develop staff.
 - Governors have a good understanding of data presented in the termly reports. They review and develop their own practices to gain a strong knowledge of how well each child achieves and where more focus might be needed.
 - The performance management of staff is managed very well and governors are highly confident in responding to any recommendations put forward by the headteacher. Governors provide a high level of challenge to ensure the headteacher and her team are continually looking at ways to improve outcomes and the quality of teaching.
 - Finances are well managed by the governing body.
 - Governors undertake necessary training to ensure they fulfil their roles and responsibilities to a high standard, including safeguarding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of children is outstanding. Children learn right from wrong and minor disputes are dealt with in a calm and sensitive manner. Staff support children to manage their own behaviour as appropriate to their developmental or special needs, using a range of strategies with great success.
- Exemplary behaviour is displayed and independence effectively promoted during breakfast and snack times. For example, children confidently manage their own personal care and butter their own toast as they chat with friends and staff.
- Trusting relationships are formed, children learn to take turns, share and be considerate of others' needs. For example, when playing with the parachute outside, a child moved so there was room for friends to join in. The child also very kindly asked the inspector to join in.
- Children develop an awareness of differences in meaningful ways. They learn about aspects of religious and cultural celebrations, such as Christmas, Diwali and Chinese New Year and explore a range of artefacts, books and puzzles which reflect diversity. This prepares them well for life in modern Britain.
- Spiritual, moral, social and emotional development is promoted very well. During an activity, children showed confidence in explaining why they felt happy that morning, with one saying it was 'because I have

cheese in my lunch box' and another saying 'because I am a good boy'. Children build in confidence because they receive regular encouragement and reassurance from staff to their responses.

Safety

- The Nursery's work to keep children safe and secure is outstanding. Policies and procedures are robust and underpin the work of the Nursery exceptionally well.
- Parent View responses are highly positive and parents agree that their child feels safe and is well looked after.
- All staff ensure that children feel included, secure and valued. Settling-in routines are flexible and in the best interest of the child, including those with English as an additional language, disabled children and those with special educational needs.
- Children learn how to manage their safety particularly well. For example, when playing outside, they are encouraged to check if the way is clear before jumping off the climbing frame.
- Children soon learn the routine of the session and know how many may play safely in areas at any one time. Children with limited language skills are supported very well by the use of picture cards and timelines. These help the children to feel secure and know what will happen next.
- The resourced provision provides a calming, safe environment to which children may move during the session if they need to. Children soon relax with the familiar, high quality sensory and soft-play equipment.

The quality of teaching

is outstanding

- Staff have the highest expectations of what children can achieve and provide the level of challenge required to continually build on what they know and can do. This prepares children extremely well for their next step in education.
- Engagement with parents is a strength and enables staff to support each child as well as possible, such as children learning the English language, so that no child is disadvantaged or excluded. Disabled children and those with special educational needs take part in all that the Nursery offers, but are able to withdraw to the resourced provision room with their key person if it all gets too much.
- Activities follow children's interests and are meticulously organised to provide structure within which children explore, experiment, plan and make decisions for themselves. They are encouraged to do things independently right from the start and help is always at hand when needed.
- Staff skilfully extend learning and vocabulary to sustain interest. For example, when listening to a story, children questioned what kind of bird was in the picture. They liked the name 'vulture' and repeated it several times while staff grasped the opportunity to extend their knowledge of these birds.
- All staff have a sharp focus on promoting communication skills and language development. Throughout the session staff chat with children, ask them probing questions and encourage full responses. Incidental chats and specific support work enable less confident children to talk at length if they wish to.
- The environment is rich with text, such as labels and captions and staff promote early phonics skills during play and activities. For example, singing is a regular feature of the session. Children learn an impressive repertoire of rhymes and simple songs and their understanding of rhythm is coming along well.
- All children regularly experience the breadth of stimulating outdoor activities. Children relish this time and highly effective planning supports children's development of physical skills, such as jumping, throwing, running, balancing and coordination.
- Wonderful opportunities to explore the outdoor environment are extended to the wooded area where children develop a wide range of skills and knowledge. In a safe environment, and with the expert supervision and guidance of staff, children manage to climb trees and use a range of tools.
- Staff are continually developing their own knowledge and are keen to learn from each other.

The achievement of pupils

is outstanding

- Children joining the Nursery represent a range of abilities. A considerable number join the Nursery with skills and knowledge significantly below those typical for their age. All children make at least good and often rapid progress over time from their starting points.
- Disabled children and those with special educational needs work and play alongside their friends. Staff plan for each child's individual learning requirements and activities are tailored to support their particular needs or disabilities so that they achieve as well as other children.

- Children in the resourced provision achieve very well. The exceptional support they receive from Nursery and specialist staff, such as speech therapists, promotes the skills needed to play and learn successfully.
- Staff have a refined overview of each child's learning within each area of learning. Attention is given to any aspect in which a child may be making less progress. For example, children who give one-word answers might be encouraged to use and develop their language skills at a higher level.
- Children are helped to link sounds to letters and regularly practise their early writing skills. They thoroughly enjoy experimenting with the wide range of mark-making tools, such as pencils and coloured pens. Some children confidently form the letters in their own name and help their friends by sounding out the letters in their name too.
- The focus on personal, social and emotional development, enables children to settle quickly and be ready to learn. Children have positive attitudes and are eager to learn when they arrive. In the few instances where children are less secure, they receive the comfort they need from staff to help them feel happy and join in with activities.
- Children develop very good levels of independence. They quickly get to grips with the routine, confidently make their own choices and select and return resources, such as aprons before and after craft activities and exploring and investigating at the water and sand trays.
- The wide range of story books and information resources promote children's literary awareness. Children enjoy visiting the 'cosy corner' where a sign tells others 'I am relaxing in the pavilla'.
- The Nursery's range of dual language books help children who speak English as an additional language to recognise and value their home language. Well planned activities help these children develop their English. They achieve well in all areas of learning because they are very well supported by staff who build on children's experiences of language at home and in the wider community. This helps them to make friends and so fully engage in the rich and stimulating activities.
- Children engage in a wide variety of activities where they learn, practise and reinforce their understanding of shape, colour, numbers and counting for different purposes. They enjoy the interactive touch screen, concentrate hard and use their thinking skills to work out problems and sequence events, such as which teddy bear laughed first.
- Support from staff is highly effective because children are encouraged to persevere and try again until they understand concepts, such as 'first', 'next' and 'last'.
- The most able children achieve really well because of the high expectations set by staff. Resources to support and develop children's learning are available in abundance. Staff are always on hand to add that extra bit of challenge to extend learning, to make children think hard and so achieve their best.

What inspection judgements mean

School	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

Unique reference number	106015
Local authority	Stockport
Inspection number	448052

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	52
Appropriate authority	The governing body
Chair	Sheila Bailey
Headteacher	Susan Baxter
Date of previous school inspection	28 November 2011
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