

# Inspection of an outstanding school: Harrington Nursery School

Harrington Street, Peartree, Derby, Derbyshire DE23 8PE

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Inspection date: 4 May 2023

## **Outcome**

Harrington Nursery School continues to be an outstanding school.

## **What is it like to attend this school?**

This school truly lives up to its motto 'Be, Belong, Become – with extra sparkle'. It is, indeed, a little gem in the heart of the community.

Children thrive because they have opportunities to 'Be' themselves. They develop confidence and independence. All children are welcome, regardless of their race or background. This is because all families 'Belong' in this welcoming nursery. Through the expert care and teaching, the children 'Become' confident learners. They are very well prepared for the next stage in their education.

Some children are in the early stages of learning to speak English. They receive skilled support to develop good language skills quickly and naturally. Parents and carers strongly endorse the school, especially the quality of the home–school communications.

Children behave very well. They follow the nursery routines with confidence. Staff have high expectations for behaviour, and children readily respond. There is a calm and happy atmosphere throughout the nursery. Positive relationships enable children to flourish.

Children benefit from the exceptional range of activities and experiences provided. Visits to places such as farms, parks and castles help to broaden their horizons. Local activities, such as strawberry picking or a visit to the Chinese supermarket, introduce children to life beyond the nursery.

## **What does the school do well and what does it need to do better?**

In recent years, leaders have updated the curriculum so that it continues to be ambitious for all children. This includes children with special educational needs and/or disabilities (SEND). The revised curriculum is very well planned and sequenced across all areas of learning. Leaders and staff have carefully woven themes such as diversity, visits and visitors, and the school's 'ten core books' throughout the curriculum.

Staff use the curriculum guidance to plan meaningful activities that stimulate children's learning and development. In all areas of the provision, children learn and play happily. Adults provide skilled support. They encourage children to develop strong social skills, such as sharing and self-confidence. For example, a group of children were seen chatting and cooperating well to prepare their own healthy snacks.

Staff understand the children, and their unique needs, very well. Staff gather at the end of each day to share any updates. Leaders hold regular extended staff meetings called 'ECS' meetings. This stands for 'every child succeeds'. Leaders and staff check and discuss each child's learning and their broader development. This means that everyone is quick to pick up on any issues. Staff constantly adapt their teaching to allow for each child's needs.

Leaders are ambitious for all children to become good communicators and to develop a lifelong love of reading. Books, and inviting reading areas, are to be found in all areas of the nursery. Children can take home good-quality books to share with their families. Staff have recorded storytelling sessions for families to enjoy. The much-loved teddy, 'Harrington Bear', involves everyone in reading and stories. For instance, he may appear in the nursery entrance dressed in safari clothes to introduce the story 'The Very Hungry Caterpillar'. Well-trained staff provide daily sessions to support early reading. Children learn to recognise sounds, and blend them into words as soon as they are ready.

Leaders are quick to identify any children who may have SEND. They liaise regularly with families and external advisers. Staff provide well-planned support that caters for these children's individual needs. For example, children with SEND join a daily reading or mathematics group matched to their stage of development.

Leaders promote children's broader development extremely well. Through the curriculum, and the day-to-day activities, leaders ensure that children learn how to stay healthy and safe. Children develop very well, socially and emotionally. Staff adopt a common approach to promote 'kind hands' and thoughtful behaviour. Children also learn about the values that are important in British society, such as respect and freedom of choice. They are very well prepared as young citizens.

Governors are equally ambitious for all children to succeed. Staff value the support that leaders and governors provide for their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff know the children, and their families, very well. Leaders have instilled a strong culture of safeguarding as being 'everybody's responsibility'. They are quick to pick up any concerns that may arise. Records are detailed and confirm that leaders respond rapidly when a concern is noted, however small. Leaders and staff work effectively with families and external partners. The school's pre-employment checks are in line with statutory requirements.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in January 2014.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	112474
<b>Local authority</b>	Derby
<b>Inspection number</b>	10227261
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	73
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Steph Everson
<b>Executive headteacher</b>	Helen Kelk
<b>Website</b>	<a href="http://www.harrington.derby.sch.uk">www.harrington.derby.sch.uk</a>
<b>Date of previous inspection</b>	8 February 2017, under section 8 of the Education Act 2005

## Information about this school

- The executive headteacher took up post in January 2023.
- The acting head of school took up post in March 2022.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher and other senior and curriculum leaders.
- The lead inspector met with several members of the governing body, including the chair. The lead inspector held a telephone discussion with a representative of the local authority.
- Inspectors carried out deep dives in these areas of learning: communication and language and early reading; personal, social and emotional development; and

understanding of the world. For each deep dive, inspectors met with subject leaders to discuss the curriculum, visited a sample of lessons and activities, spoke to staff and spoke to some children about their learning.

- Inspectors also discussed the curriculum and reviewed curriculum planning in all other areas of learning.
- Inspectors observed children’s behaviour in lessons and at other times around the nursery.
- Inspectors evaluated the effectiveness of safeguarding by reviewing the school’s record of pre-employment checks and holding discussions with leaders and staff.

### **Inspection team**

Christine Watkins, lead inspector

His Majesty’s Inspector

Clive Worrall

Ofsted Inspector

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