

Inspection of Howard Street Nursery School

Howard Street, Rochdale, Lancashire OL12 0PP

Inspection dates: 27 and 28 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Children are happy at Howard Street Nursery School. They arrive full of smiles and confidently say goodbye to their parents and carers. They feel safe and trust the staff to care for them, including when they need comfort or reassurance.

Children, including two-year-olds, achieve well. This is because leaders and staff have high expectations for every child, including children with special educational needs and/or disabilities (SEND). Children enjoy playing and investigating in the well-equipped classrooms and outdoor areas. They proudly showed the inspectors their favourite books and resources.

Staff teach children to behave and expect them to follow the rules and routines of the day. Children behave sensibly and respect other people. They learn how to be kind, well-mannered and how to share resources. Staff step in quickly when children need guidance so that unwanted behaviour is addressed effectively before it becomes an incident of bullying.

Leaders seek to create rich moments of learning that children will never forget. Children benefit from many educational trips and visits, such as canoeing along a canal and exploring nature by splashing in muddy puddles at a woodland nature reserve.

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

Leaders have designed an ambitious curriculum that meets the needs of all children, including two-year-olds and children with SEND. The curriculum identifies the key knowledge that children should learn and the order in which information should be taught. Staff have a well-informed understanding of the curriculum. They use this guidance, alongside their in-depth knowledge of child development, to provide children with learning activities suited to their needs, development and interests. This helps children to achieve well.

Mostly, staff successfully join in children's play, supporting and extending their ideas and investigations. Much of the time, staff skilfully teach children how to communicate and listen, as well as to recognise some letter sounds. However, on occasion, some children do not learn as well as they could. This is because some staff, particularly in the class for two-year-olds, do not talk enough with children to build their knowledge.

Leaders make sure that staff carefully review children's learning. For instance, staff use the two-year-old progress check of children's development to identify any early signs of concerns about individual children. This helps staff to know what to teach next.

Children gain a secure foundation in communication and language. For example, children, including two-year-olds, confidently take part in stories, singing and rhyme times with staff. Children develop a valuable knowledge of books, stories and language that they need for continuing their learning at primary school.

Due to staff's gentle support and guidance, children become keen, confident learners. They take part in learning activities with little distraction or disruption. Children are too busy exploring and playing in the well-resourced environment to disrupt the learning of others.

Leaders have established a meaningful and ambitious programme to promote pupils' personal development. For example, leaders ensure that children experience well-thought-out cultural events at a local primary school. Children learn to respect the differences between people and communities. During the inspection, children relished the special 'Eid stay and play' sessions with their parents and staff.

Leaders and staff quickly identify any potential barriers to learning, including SEND, that children may face. Leaders ensure that children who need extra help benefit from a wide range of support, including from professionals outside of the school. Leaders make certain that children with SEND are fully included in all opportunities for children at the school.

Governors use their expertise effectively to provide support and challenge for leaders. Staff are proud to work at the school. They said that leaders provide effective support for their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that everyone working in the school understands the important part that they play in keeping children safe. Staff and governors receive regular training and updates to make sure that they are aware of the different ways in which young children may display signs of potential harm.

Staff know children very well and act quickly and effectively when they have any concerns. Leaders respond promptly to these concerns and engage well with external agencies to get timely support for children and their families. Staff help children learn how to keep themselves safe. For example, children learn how to act safely near water or when in a canoe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, some staff miss opportunities to build children's knowledge through talking with them about their learning as they play. This means that some

children do not learn as well as they could. Leaders should ensure that all staff make full use of opportunities to support and extend children's learning through discussion.

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

Unique reference number	105757
Local authority	Rochdale
Inspection number	10240123
Type of school	Nursery
School category	Community
Age range of pupils	2 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	75
Appropriate authority	The governing body
Chair of governing body	Janet Cook
Headteacher	Sandra Hartley
Website	www.howardstreet.rochdale.sch.uk
Date of previous inspection	19 November 2021, under section 8 of the Education Act 2005

Information about this school

- The nursery school is led by an executive headteacher, who is also a headteacher of a local primary school.
- The governing body links with the governing body at the partner primary school to review areas of shared work.
- The nursery school offers provision for two-year-olds.
- Leaders do not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher. The lead inspector also met with a representative from the local authority.

- Inspectors carried out deep dives in these areas of learning: communication and language and early reading, mathematics and physical development. For each deep dive, the inspectors met with curriculum leaders, visited a sample of classroom activities, spoke to teachers and looked at children’s learning records.
- Inspectors also spoke with leaders about the curriculum in some other areas of learning.
- Inspectors reviewed a range of documentation about safeguarding. They also spoke with staff to understand how they keep children safe and reviewed the leaders’ records of checks undertaken on staff.
- There were no responses to the Ofsted survey for pupils. Inspectors spoke with children as they played in the nursery.
- Inspectors spoke with some parents and considered responses to Ofsted Parent View.
- Inspectors spoke with staff and reviewed responses to an Ofsted survey for staff.

Inspection team

Victoria Burnside, lead inspector

His Majesty’s Inspector

Tim Vaughan

His Majesty’s Inspector

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