

Inspection of an outstanding school: Hollywood Park Nursery School

Hardman Street, Chestergate, Stockport, Cheshire SK3 0BJ

Inspection date: 31 October 2023

Outcome

There has been no change to this school's overall judgement of outstanding as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Children start their school day with confidence and a smile because staff ensure that they enjoy attending and feel safe. Two-year-old children, for instance, feel at ease when staff warmly welcome and encourage them. For some children with special educational needs and/or disabilities (SEND), the activities on arrival include a thrilling chance to stretch and glide on an indoor swing in a nest-shaped seat.

Children achieve well. Those children in the specially resourced provision for children with SEND (specially resourced provision) gain an exceptional start to their education. This is because leaders and staff at Hollywood Park have high expectations of all children. Older children learn how to use equipment, such as real hammers, saws and hand drills, at a workbench guided safely by staff. Children know to wear safety goggles as they work.

Throughout the day, the school is calm and happy with children learning from caring and skilful staff. Whether rain or sunshine, children benefit from well-organised opportunities to learn outdoors. At these times and others, children from the specially resourced provision learn well with the children from the other classrooms. Children at the school behave thoughtfully because staff teach them to respect themselves and others.

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

At the centre of daily life at this school, are the thoughtful actions of leaders and staff. They make certain that children feel that they belong and are included in the many learning activities on offer. The needs of all children, including those with SEND, are considered carefully in the school's decisions about staffing, resources and the curriculum.

This results in a school where each individual child, parent and carer and member of staff is regarded as important and unique.

In the main, the school has established a broad and ambitious curriculum that takes account of the knowledge and skills that it wants the children to learn. This means, for instance, that it has focused the curriculum effectively on communication and language. Staff celebrate with children the joy of sharing books, stories, rhymes and learning new words. Children learn successfully across the curriculum and are well prepared for the next stages of their education. Nevertheless, in some areas of learning, the school has thought less clearly about the precise knowledge that children should learn. This means that, on occasions, some children learn less new knowledge than they could.

The school has thought carefully about how staff will teach the curriculum to children. This means, for instance, that staff play alongside children to help them to know and remember more. They support children skilfully to investigate and learn through repeated experiences and practice. The school removes any barriers to children's learning and supports them to overcome difficulties. Staff identify and respond to the needs of children, including children with SEND, promptly and accurately.

Staff use assessment strategies particularly well to spot gaps in children's knowledge. They refine their teaching of the curriculum to help children to become even more successful in their learning. Where needed, such as for some children in the specially resourced provision, staff understand that changes in children's facial expressions or the noises that children make can indicate their enjoyment in learning. Staff act on these insights and as a result children learn well.

Mostly, staff use talk and a wide range of communication strategies to engage with children successfully. They support children skilfully to investigate and learn in the play areas that the school has established in classrooms and outdoors. Staff use carefully chosen questions to support children's learning. They help children to think about important concepts and information. Staff know which new words to teach to the children through repeated experience and practice. However, on occasions, some staff do not help the children to know when conversations are directed at them. At these times, staff's talk with children does not aid their learning well.

Staff teach children to understand and follow the school's rules. This begins successfully in the classroom for two-year-old children. Staff sensitively support children who find managing their own behaviour and emotions difficult. This means that disruption to other children's learning is minimal.

The school places a successful emphasis on helping children to develop personally. For example, it teaches children to be kind, generous and polite. Children learn to respect the similarities and differences between themselves and others. They also learn from staff about the importance of community festivals, such as Bonfire Night, Eid and Diwali.

The school engages well with parents and carers to support their children's learning at home. The school provides teachers and teaching assistants with time to complete

necessary paperwork. This enables staff to spend most of their time in the classrooms supporting children's learning and enjoying teaching them.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few areas of learning, the key knowledge that the school will teach to children is less well thought out. This means that sometimes children do not learn all that they could. The school should make certain that the curriculum in each area of learning identifies the important knowledge that children will learn.
- Occasionally, the school does not ensure that staff help children to realise when comments made by staff are intended for them. This means that valuable opportunities for back-and-forth talk are sometimes less well developed. The school should ensure that staff's talk with children is fully effective in supporting children's learning.

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 October 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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106015
Local authority	Stockport
Inspection number	10291395
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	The governing body
Chair of governing body	James Allerton
Headteacher	Catherine Armstrong
Website	hollywoodpark.stockport.sch.uk
Date of previous inspection	25 July 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision for children.
- Since the previous inspection, the role of the headteacher has changed from two headteachers working jointly to one headteacher being responsible for the school.
- Children attend the school at varying times between 8.00am and 5.30pm. Some start and finish their day or week at different times to other children.
- The school has specially resourced provision for children with SEND. These places are allocated by the local authority. Twenty children with a range of needs, including communication and interaction, cognition and learning, and sensory and/or physical needs, attend at present. The class is called the dragonflies classroom.
- The school's provision includes places for two-year-old children in a dedicated room known as the butterflies classroom.
- Children aged three- and four-years-old attend the bumble bees and ladybirds classroom.
- The Reception class of another school is located on the same site. This school is inspected separately by Ofsted and was not part of this inspection.

Information about this inspection

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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.
- The inspectors completed deep dives in communication and language, personal, social and emotional development and physical development. They met with leaders, visited learning activities and spoke with some children. The inspectors also spoke with staff about the curriculum.
- The inspectors spoke with staff about working at the school. There were no responses to Ofsted's staff survey.
- There were no responses to Ofsted's pupil survey to consider.
- The inspectors reviewed responses to Ofsted Parent View, including the free-text comments. The lead inspector spoke with some parents as they arrived at the school with their children.
- An inspector spoke with a school adviser from the local authority.
- The lead inspector met with two members of the governing body, including the chair of governors.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record, took account of the views of leaders, staff and children and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.

Inspection team

Tim Vaughan, lead inspector

His Majesty's Inspector

Sandra Hamilton

Ofsted Inspector

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