

Inspection of a good school: Hirst Wood Nursery School

Clarence Road, Saltaire, Shipley, West Yorkshire BD18 4NJ

Inspection date: 14 November 2023

Outcome

Hirst Wood Nursery School continues to be a good school.

What is it like to attend this school?

'We are a community' is the school's motto for autumn term. The sense of community in the school is palpable. Adults treat children with compassion and care. Each child is known and their needs understood by staff. Leaders focus intently on building positive relationships between staff and children. These relationships create an environment of emotional and physical safety for children. This sense of team and partnership extends to relationships with parents. Leaders and staff foster positive and collaborative relationships. Children are taught to follow clear routines. These routines help children to develop positive learning behaviours. For example, children understand and demonstrate how to be 'good listeners' and to participate in 'good sitting' during their group time.

Leaders have high expectations about what children can achieve. Staff quickly identify children who may need more help with their learning. Staff are alert and identify if a child may have special educational needs and/or disabilities (SEND). Children in the specially resourced provision for children with SEND are given frequent and meaningful opportunities to learn and play alongside their friends. Children are well prepared for the next stage of their education. Staff across the school combine their passion for children's achievement with their knowledge of how to support them.

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

Leaders have prioritised children's communication and language. Staff are alert to opportunities to develop children's understanding of language. They regularly read to children. Staff model expression and enjoyment of books. Some of these books have been deliberately chosen to help children understand their own emotions. In classrooms, there is a focus on presenting books in a way that makes them enticing and appealing to children. Children with the most complex SEND are well supported. What they learn is closely matched to their additional needs. Leaders have created an ambitious curriculum for children. Children are well prepared for the next stage of their education. Children are taught to use the outdoor space to take managed risks. They are given opportunities to problem solve in groups and individually. Staff are clear about children's starting points

and how to move learning forward. They have a shared understanding of the overall aims of the curriculum. In some areas of learning, the small steps of learning that children should experience on their journey through the early years are not clearly defined.

Leaders understand the importance of providing a wide range of experiences for children. Staff link experiences to what children have been taught. Opportunities for enrichment are carefully planned. For example, a mobile farm visits the school to provide children with the opportunity to remember what they had learned about the countryside. Children have opportunities to meet people from different professions. This gives them an understanding of the community and society in which they live. Staff give children the chance to appreciate being outside. Children know the importance of fresh air and being physically active. Children develop a sense of their own identity and are taught to understand what makes them unique. Children learn to understand important personal routines like handwashing. Staff regularly give specific praise to children for taking actions that show consideration for others. Staff identify opportunities to teach children how to speak to each other with kindness and consideration. Staff work closely with parents and carers to understand what experiences children have had before arriving at nursery and what experiences they may not have had. This informs leaders' thinking about wider opportunities for all children.

Staff feel well supported. They feel listened to and say that their voice matters. Leaders give staff specific training to develop their skills and understanding of their role. Leaders give careful consideration to the workload and well-being of staff. Governors understand their roles. They offer challenge and support to school leaders. Leaders at all levels have a shared vision for the school. Some recent work has been undertaken on developing further leadership capacity in school. This is having an impact.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some parts of the curriculum, the small steps of knowledge, experiences and vocabulary children are taught are not clearly defined. As a result, some opportunities are missed to give a highly coherent learning journey for children through some parts of the curriculum. The school should ensure that there is greater clarity on the knowledge and vocabulary children will be taught in those few areas of the curriculum where this is less clear.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 good in November 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 special educational needs and/or disabilities (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	107186
Local authority	Bradford
Inspection number	10297204
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	74
Appropriate authority	The governing body
Chair of governing body	Ruth Trattles
Headteacher	Jayne Taylor
Website	www.hirstwoodnsc.co.uk
Date of previous inspection	6 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school is maintained by Bradford local authority.
- The school has a specially resourced provision for 10 children with SEND. Placements within the provision are allocated by the local authority.
- The school does not currently have any two-year-old children on roll.

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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including the headteacher and members of the local governing body.
- Inspectors spoke to a representative from the local authority.

- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in communication and language, understanding the world and personal, social and emotional development.
- Inspectors evaluated responses from parents to Ofsted's online survey. They spoke with some parents dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online survey.

Inspection team

Liam Colclough, lead inspector

His Majesty's Inspector

Andrea Batley

His Majesty's Inspector

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