

# Inspection of Hollywood Park Nursery School

Hardman Street, Chestergate, Stockport, Cheshire SK3 0BJ

---

Inspection dates:	13 and 14 May 2025
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Outstanding

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

Children make a positive start to their education at Hollywood Park Nursery School. They are happy and enjoy coming to school. They benefit from caring relationships with staff. Children appreciate playing and investigating in the well-equipped classrooms, outdoor and woodland areas. They take part in learning activities with gusto. They know staff will help them to play and explore.

The school wants the best for all children. It has designed an ambitious curriculum. Most children achieve well across the areas of learning. Typically, they are well prepared for starting primary school.

The school enriches its curriculum to broaden children's experiences. Children learn to care for living things. For example, the chicks and ducklings that they witness hatching at school. Children go on regular trips to a nearby park and into the local community. These meaningful real-life experiences contribute well to children's wider development.

Children in the provision for two-year-olds are ably supported by staff to understand the rules and routines of the nursery. They settle quickly. Many staff provide effective support when children forget to be kind or need extra help with their behaviour. Older children learn how to care for others, such as checking on a friend when they are upset.

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

The school is ambitious for children to become curious, confident and creative learners. Since the last inspection, the school has made a successful start to revising the content of its curriculum.

In some areas of learning, the curriculum outlines what children should know and be able to do. However, in a few areas of learning, the school has not identified clearly some of the important knowledge that children should learn. This makes it difficult for staff to know what essential information that they should prioritise when designing learning activities. This means that, occasionally, children do not gain the building blocks of knowledge that are crucial to their later learning.

Typically, staff join in children's play, supporting and expanding their ideas successfully. In much of the curriculum, staff take opportunities to address any gaps in children's knowledge. However, in some areas of learning, the school is less clear on what children do and do not know. Sometimes, important learning is not revisited and reinforced. This means that some children do not deepen their knowledge as well as they could.

Children with special educational needs and/or disabilities (SEND) are at the core of the school's work. This includes children taught in the specially resourced provision for children with SEND (specially resourced provision). Here, children receive highly effective support from staff who have a strong understanding of the particular difficulties that some children face. Adaptations to teaching are made to ensure that children with SEND get the support they need. This helps these children to achieve well.

Children, including two-year-olds, learn how to be responsible. They understand the importance of looking after resources and eagerly help to tidy toys away. However, at times, the school does not ensure that routines are organised as effectively as they could be. This hinders how well some children learn.

In the main, the school ensures that children learn to communicate and to listen attentively. Staff regularly check how well children are developing their communication and language knowledge. They provide focused support for children who may be at risk of not keeping up in their learning. These children benefit from the support that they receive.

The school has thought carefully about children's wider development. Children learn about themselves, their community and the wider world. They also learn about diversity and different families through stories and special celebration events. These meaningful experiences prepare children for life in modern Britain.

Governors know the school well and are adept at fulfilling their statutory duties. They are passionate about the success of every child and hold leaders to account for this aim. The school ensures that staff benefit from professional development opportunities and that their workload is prioritised.

## **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 areas of learning, the school has not identified clearly enough the important knowledge that children should learn. This hinders staff in knowing what learning they should prioritise when designing activities. This sometimes slows some children's learning. The school should make clear to staff the key foundational knowledge that it wants children to learn in all areas of learning.
- The checks on children's learning sometimes do not identify if children understand the key knowledge the school intends. This means that, in these areas, some children are not as well prepared as they could be for future learning. The school should ensure that staff are supported to identify and address any gaps in key knowledge that children may have.
- At times, the organisation of some routines is not as effective as it could be. This means that, sometimes, children cannot access activities fully and do not learn as well as they could. The school should ensure that staff have the knowledge and skills to implement effective routines.

## 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

<b>Unique reference number</b>	106015
<b>Local authority</b>	Stockport
<b>Inspection number</b>	10337635
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	116
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Lianne Fay
<b>Headteacher</b>	Catherine Armstrong
<b>Website</b>	<a href="http://www.hollywoodpark.stockport.sch.uk">www.hollywoodpark.stockport.sch.uk</a>
<b>Date of previous inspection</b>	31 October 2023, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The school runs a breakfast and an after-school club.
- The school operates a specially resourced provision for children from two to four years old with a range of complex needs and/or disabilities. At the time of the inspection, there were 20 children on roll at the resourced provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

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

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other school leaders. The lead inspector met with some members of the governing body.
- The lead inspector spoke with 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 children; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children’s interests first.
- Inspectors reviewed documentation, which included leaders’ evaluation of the school’s strengths and areas for improvement and information relating to children’s behaviour and attendance.
- Inspectors carried out deep dives in these areas of learning: communication and language, mathematics and physical development. For each deep dive, the inspectors met with curriculum leaders, visited a sample of classroom activities and spoke to staff.
- Inspectors also discussed the curriculum in some other areas of learning.
- Inspectors spoke with children and observed their behaviour as they played in the nursery. There were no responses to Ofsted’s online survey for pupils.
- Inspectors considered the responses to the online survey, Ofsted Parent View, including the free-text responses. Inspectors also spoke with some parents and carers during the inspection.
- The inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted’s online survey for staff.

## **Inspection team**

Victoria Burnside, lead inspector

His Majesty’s Inspector

Alison Lawson

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2025