



# Hollywood Park Combined Nursery Centre

Inspection Report

**Unique Reference Number** 106015  
**LEA** Stockport  
**Inspection number** 277466  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Mr Anthony Calderbank CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Nursery	<b>School address</b>	Hardman Street
<b>School category</b>	Community		Chestergate
<b>Age range of pupils</b>	3 to 5		Stockport, Cheshire SK3 0BJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0161 4803913
<b>Number on roll</b>	107	<b>Fax number</b>	0161 4765095
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Councillor Bailey
<b>Date of previous inspection</b>	17 January 2000	<b>Headteacher</b>	Mrs M Gilmartin

<b>Age group</b> 3 to 5	<b>Inspection dates</b> 10 May 2006 - 11 May 2006	<b>Inspection number</b> 277466
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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Hollywood Park Nursery provides education for young children on a full and part-time basis. It serves a socially and economically mixed community. Out-of-school care facilities are available for up to 30 children. Attainment on entry is broadly average. The number of pupils who take free school meals is above average. A small number of children are looked after. There are 20 children from minority ethnic or mixed-heritage backgrounds, and 8 speak English as an additional language. There are 17 children who have learning difficulties and/or disabilities. The school has been awarded the Basic Skills Quality Mark.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school. The school has been too modest in its judgements of its performance, grading itself good in all aspects. Children make excellent progress overall and achieve highly, especially in language and communication and in their personal, social and emotional development, some from low starting points. As a result, standards are well above average when children leave the Nursery. Relationships are excellent and children behave very well. The care and welfare and the personal development of children are very strong features of the Nursery, resulting in them becoming independent, confident learners. Teaching is outstanding and learning is made fun. Planning and assessment procedures are exemplary. The curriculum is very exciting and interesting. Leadership and management are outstanding. The headteacher and staff share a determination that all pupils will succeed. Governors are very supportive. They are developing their role with a view to becoming more involved in the monitoring and evaluation of the school's performance. Good improvements have been made since the last inspection. The strong commitment to raising standards and to working in effective partnerships with others, places the Nursery in a very good position to make further improvements. The Nursery manages its finances very effectively and gives outstanding value for money.

### **What the school should do to improve further**

- Develop the role of governors so that they can play an active part in monitoring and evaluating the school's performance.

## **Achievement and standards**

### **Grade: 1**

Achievement and standards are outstanding. Children's attainment on entry to the Nursery varies but is broadly average in most areas of learning. However, a significant minority have below average skills, especially in language and social development. Children make excellent progress and, by the time they leave the Nursery, most are on course to exceed significantly the learning goals expected nationally at the end of the Foundation Stage. Outstanding progress in personal, social and emotional development means that children leave as confident learners. They enjoy stories and develop an enthusiasm for writing because they are provided with good opportunities to write for different purposes. For example, they confidently make marks and some letters when writing notes to each other or recording the names of fruit in a basket. In mathematical development, children have a good knowledge of shape, size and pattern and understand 'more' and 'less'. They learn how to order numbers one to five through role-play activities. The school is providing very well for the higher attaining children by teaching to their individual needs. Pupils with learning difficulties and/or disabilities, those who speak English as an additional language and looked-after children do as well as other pupils because their needs are identified early and they are very well supported.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development and well-being, which are very much at the heart of the school's work, are outstanding. Children really enjoy coming to Nursery because it is a busy and exciting place to learn and their good attendance reflects this. They are eager to discover more about the world around them and this is helped by stimulating and exciting outdoor play areas. Their outstanding behaviour, excellent attitudes to work and positive relationships with others help create a happy, purposeful learning environment. The strong focus on independence prepares them extremely well for the future. They are made very aware of the benefits of healthy eating and physical activity and know how to keep safe. Children's spiritual, moral, social and cultural development is outstanding. They are taught to value the different cultures in school; for example, by learning about Eid, Christmas and the Chinese New Year. Children know they have a responsibility to be kind and helpful. Fund-raising events for charity such as Pots of Care for a well-known cancer charity effectively develop their awareness of the community outside school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

The quality of teaching and learning is outstanding. All adults, including support staff and educators, have very high expectations of what young children can achieve and a very good knowledge of the early years curriculum. Planning is exemplary and as a result teachers are clear about what they want the children to learn and how to help them to be successful. Staff are particularly skilled in developing children's imaginative play and setting up problem solving activities which challenge the children. They know just when to offer help and when to stand back and observe. As a result, children become more independent and have the confidence to try out new ideas. Adults ask probing questions that extend learning and develop children's speaking skills. Lessons include a variety of exciting activities which make learning fun. For example, children really enjoyed making models of fire engines as part of their topic on 'People who help us'. Appropriate activities are provided to challenge higher attainers and pupils with learning difficulties and/or disabilities. Teachers make very good use of role-play areas such as the hairdressers to extend learning and develop speaking and listening skills. Assessment procedures are very thorough and children's progress is tracked and recorded accurately and in great detail.

### **Curriculum and other activities**

#### **Grade: 1**

The curriculum is outstanding. Every day children arrive to a rich variety of activities which make learning fun. One parent commented, 'When my child goes into her room, there are lots of interesting activities set out that are always different'. The emphasis

is firmly on learning through first-hand experiences and encouraging the children to take responsibility for their own learning. The excellent emphasis on personal, social and emotional development helps children to become independent and gives them the confidence to explore. Children have the freedom to develop skills such as cutting, gluing and painting. Visitors such as the firemen and lollipop lady make learning interesting and relevant and convey important health and safety messages. Provision for pupils with learning difficulties and/or disabilities, those who speak English as an additional language and looked-after children is excellent. Children and staff make sure they are able to take a full part in all the activities.

## **Care, guidance and support**

### **Grade: 1**

Provision for the welfare, health and safety of pupils is outstanding. One parent wrote that the care her boys receive 'is the best I have experienced'. Child protection and health and safety procedures are fully in place and understood by all staff. Risk assessments are carried out as appropriate. Staff respond quickly to pupils' individual needs. An excellent partnership with a wide range of support agencies enables staff to offer informed guidance to all children, especially those with learning difficulties and/or disabilities, those who speak English as an additional language and looked-after children. Staff involve children in their learning. Assessment and tracking procedures to monitor and guide children's progress are excellent. Examples of work and photographs are shared with children and entered into a record of achievement. Parents report that they find them very informative because they show clearly the very good progress their child has made. Parents are also kept well informed of their children's work through parents' evenings, reports and other meetings, such as workshop sessions.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding. Leadership by the headteacher is excellent. She has been very effective in leading a team that has maintained high standards over a number of years. The headteacher is very experienced and has built up excellent relationships with staff, parents and governors. As a result, there is a positive ethos which serves the pupils well, and also a determination to improve further. The headteacher is very well supported by her deputy and all staff. Parents value the commitment given to their children's learning and personal development. The school regularly seeks their views, which are consistently positive, and acts on their suggestions in the best interests of the school. For example, healthy snacks and drinks have been made available.

The school has put in place some good systems to identify strengths and to set targets for improvements. These include observation of lessons and scrutiny of work. Areas for development such as children's speaking and listening skills are identified and appropriate strategies put in place to bring about improvement. Governors are very supportive of the school and are developing their role. They acknowledge that they

need to be more involved in the monitoring and evaluation of the school's performance. The school uses its resources efficiently and works very well with external agencies, most notably social workers. The school has made good improvement since the last inspection and is well placed to continue to improve.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

I really enjoyed visiting your Nursery. It is an outstanding place to learn and is giving you a very good start to your education. I really enjoyed being with you in the outside areas that you have. I wished I could have seen the finished mosaic that you were creating! I know that you like your Nursery and I agree with you that it is a wonderful place. These are some of my special memories. It was lovely to see you all come into the school smiling and ready to work and learn together. The grown ups are very friendly and plan many exciting things for you to do and make you happy. You are all learning new things very quickly. I was very impressed with the way you treat each other and how sensible you are when using tools to make your model fire engines.

To make your Nursery even better, I have asked the governors to find out more about the things you do in the Nursery so they too can make sure you are working hard and trying your best.

Thank you again for making me so welcome. I hope you continue to enjoy your time in the Nursery and that you work hard and keep the good friendships you have already made. I have missed not being with you.