

Hollywood Park Combined Nursery Centre

Inspection report

Unique Reference Number	106015
Local Authority	Stockport
Inspection number	324314
Inspection dates	16–17 March 2009
Reporting inspector	Diane Auton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number on roll	
School (total)	104
Childcare provision for children aged 0 to 3 years	20
Appropriate authority	The governing body
Chair	Cllr Sheila Bailey
Headteacher	Mrs Suan Baxter
Date of previous school inspection	10 May 2006
Date of previous childcare inspection	Not previously inspected
School address	Hardman Street Chestergate Stockport Cheshire SK3 0BJ
Telephone number	0161 480 3913
Fax number	0161 476 5095

Age group	3–5
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

Hollywood Park Nursery serves a broad geographical area which is socially and economically diverse. It provides Early Years Foundation Stage education for children aged from two years and six months to five years. It also provides extended day care and holiday care for children attending the Nursery. Most children join the Nursery in the term after their third birthday, with admissions at the start of each term. Flexible admission arrangements are provided for children with additional learning, health or other needs through the Nursery's partnerships with health and social services. More than one tenth of the children are identified as having learning difficulties and/or disabilities. While most the children who attend are White British, a significant proportion is from other heritages, with around one tenth having home languages other than English. Although most children attend on a part-time basis, the Nursery offers 50 full-time places. The Nursery is also resourced by its local authority to provide four full-time equivalent places for children with profound and multiple disabilities. The Nursery holds the Basic Skills Quality Mark.

A new headteacher was appointed in September 2008, following the retirement of the previous headteacher, and governors are currently in the process of arranging the appointment of a new deputy headteacher.

Hollywood Park Nursery is included in its local authority's current review of maintained Nursery provision; details of how the review will impact on the Nursery's future have not yet been determined.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Hollywood Park Combined Nursery provides an outstanding education for its children.

Its success is rooted in the strong emphasis placed on meeting the unique needs of every child. Skilled staff work together extremely effectively to maintain very high standards of provision. As a result, children from a wide range of backgrounds, with many and diverse needs, benefit greatly from their time at the Nursery. Parents overwhelmingly agree and typical views are, 'Both of our children have had such a positive start to their education', 'My child has come such a long way since starting Nursery,' and 'My child's progress has been outstanding, despite all of his difficulties.'

Achievement is excellent. All of the children make very good progress, some from very low starting points, and they all enjoy experiencing success. Children with profound and multiple difficulties, those with underdeveloped language and communication skills, those with social and emotional difficulties and those who are learning to speak English as an additional language all make extremely good progress in relation to their attainment on entry to Nursery. Children are prepared extremely well for the next steps in their education and most move on to Reception with skills that are at or above the expected levels in all the areas of learning.

Children's personal development and well-being are outstanding because they are nurtured extremely well. They thoroughly enjoy being at the Nursery and this is reflected in their excellent attendance and behaviour. In the safe and secure nursery environment children become independent, confident and happy learners. They can talk about their activities with assurance and they are able to sustain and develop their thinking and concentration very well through active play. Children's welfare is given high priority and the provision to ensure it is outstanding. Children have an extremely good understanding of healthy and safe lifestyles. The Nursery has excellent and mutually supportive partnerships with parents and with a very wide range of outside agencies that contribute to the children's health, welfare and progress. Parents greatly appreciate the extended provision. It is very well managed and contributes significantly to children's personal development.

The quality of children's learning and development is outstanding. The learning environment, both indoors and in the very well organised outdoor areas, is of exceptionally high quality. The 'forest school' initiative is a notable feature of the outdoor provision. It enhances children's awareness of nature and wildlife through exciting outdoor activities with woodland themes, bringing aspects of the countryside to an urban setting. Staff know the children very well. They have a very good knowledge of the new Early Years Foundation Stage curriculum and have adapted their plans very well to meet the changes. Staff take careful note of children's interests and responses and use the information they gather from their detailed observations and from discussions with children to plan activities that children will enjoy and to determine the direction of the activities. As a result, children can relate readily to what they are being taught. Well designed programmes give very effective individual support to children who have additional learning needs. This enables them to be fully included in all of the activities and to make excellent progress.

Leadership and management are good. The new headteacher is continuing to build on the Nursery's strong reputation in its community for excellence. She is working effectively with the staff team and the knowledgeable and supportive governors to ensure that the current period of change and uncertainty is being managed well. The smooth day-to-day running of

the Nursery has been maintained and high standards of provision are being sustained across all the areas of the Nursery's operations, including its extended care provision. All staff are fully involved and work well together, discussing concerns, celebrating achievements and planning further developments in the curriculum. Systems to track the progress of individual children are developed well, and there is a clear overview of how well each child is doing. The school development plan has not yet become an effective tool to support improvement, as it does not focus sharply enough on the intended impact of planned actions on children's standards and achievement. There is a strong team ethos, with staff and governors united in their clear vision and resolve to take the school forward successfully. This, together with the way children flourish in their learning and development, means that the Nursery has good capacity for further improvement.

What the school should do to improve further

- Ensure that the school improvement plan includes a sharp focus on raising and sustaining the standards children achieve across all the areas of learning.

Achievement and standards

Grade: 1

Children's attainment when they join the Nursery varies slightly from year to year, reflecting their diverse backgrounds, experiences, abilities and needs. However, most children's skills levels at the point of entry are below expectations for the age group. All of the children quickly gain very positive attitudes to learning and make rapid progress in all the areas of early learning. Children who have learning difficulties and/or disabilities, those with social or emotional problems and those who are at an early stage of learning English as an additional language all progress at the same excellent rate as their peers. Children's successful learning is the result of very high-quality teaching. Children develop their knowledge and understanding of the world around them very well, through investigative play indoors and outside. Their literacy and numeracy skills develop rapidly because they practise them so frequently during their play activities. All of this supports their outstanding personal development and helps them to be confident independent learners. Consequently, by the time they are ready to move on to Reception, most children are working at or above the expected levels for their age. The extremely good attention given to extending and challenging the more able children helps to ensure that they, too, progress very well.

Personal development and well-being

Grade: 1

Children take part in all the activities in the Nursery with great enthusiasm and enjoyment. They can talk about their learning activities with growing confidence and clarity of expression. In the secure and very supportive environment children learn to make independent choices and decisions. Adults value children's ideas and help them to develop them further. As a result, they are highly motivated to carry on learning, they develop and extend their thinking and they concentrate for increasing periods of time. Children's excellent spiritual, moral, social and cultural development is clearly apparent. Outstanding behaviour is the norm because the children absorb the school's culture of respect and cooperation. Those children who find social relationships difficult are supported extremely well and this enables them to learn to share, take turns and form happy friendships. Children from a wide range of backgrounds play together very harmoniously and show care and kindness towards each other. Children develop an excellent

awareness of how to keep themselves safe and they comply with the simple rules that relate to this. They show a growing awareness of which foods are really good for them; they enjoy the healthy meals and snacks provided for them and the sociable nature of snack time and lunchtime. They develop excellent skills for independence and self-help, for example knowing they must wash their hands before eating, and putting on their own wellingtons and waterproof suits before embarking on outdoor activities in the meadow or wildlife areas. They are prepared extremely well for the next stage in their learning by focused teaching of early literacy and numeracy skills.

Quality of provision

Effectiveness in promoting children's learning and development

Grade: 1

Children get off to an excellent start and develop extremely positive attitudes to learning. This is because staff know each child well and address their individual learning needs very effectively. They tailor activities to match the very wide range of children's needs, enabling all, regardless of ability, to experience and enjoy success. Children become absorbed in their activities and develop excellent concentration skills. Assessment is thorough and achievements are recorded and celebrated. Children enjoy looking at and talking about the photographs and examples of their work in their personal folders. They work very well with adults and also independently. They collaborate extremely well with each other, for example in interesting activities such as preparing the ingredients for vegetable soup then cooking and sharing the soup. Excellent relations between home and school support parents in helping their children to succeed as learners. For example, initiatives such as the 'story sacks' provide books, toys and ideas for learning at home. The provision to help children to learn early literacy and numeracy skills is systematic and effective. Very effective support is given to children who have speech and language difficulties and to those who are learning to speak English as an additional language. Children use information and communication technology equipment with growing confidence and this is helping to develop their skills. The outdoor area is of exceptionally high quality with a very wide range of opportunities provided for children to explore their environment and to enjoy learning through discovery.

Effectiveness in promoting children's welfare

Grade: 1

Children are extremely well cared for in the Nursery. They thrive in a safe, secure and very well resourced environment which enables them to feel comfortable and ready to learn. The allocation of key workers helps to ensure that staff have a clear and detailed overview of each child's progress and welfare, which they share with parents. The Nursery's close partnership with parents reassures children and so they quickly develop trusting relationships with staff and with each other. Child protection and safeguarding procedures are in place and meet requirements. Behaviour is managed extremely well. Arrangements to ensure children's physical safety and well-being are robust. Staff make very good use of the information they gather from their observations relating to children's achievements to identify quickly any child in need of additional support. Exceptionally good links with a wide range of external agencies help to promote children's health, learning and well-being. The Nursery gives particularly effective support to enriching children's speech and language experiences and developing their confidence and skills as communicators. This is a major factor in children's excellent progress.

Leadership and management

Grade: 2

There is a strong sense of teamwork throughout the Nursery. The headteacher is an effective leader with a detailed understanding of the Nursery's strengths and areas for development. Staff and governors share her sense of purpose. Everyone places a very high priority on ensuring equality of opportunity for all children. This is seen, particularly, in the Nursery's active response to the needs of the high proportion of children with additional learning needs and in the excellent support given to ensure that all children participate fully in every available activity. There are very good procedures for day-to-day management to ensure that things run smoothly. The Nursery makes an outstanding contribution to community cohesion, for example through its parent and toddler group, its pre-nursery 'Prep' group and in its many other initiatives to support parents and families. The Nursery regularly undertakes fundraising for local and national charitable causes. This helps children to start to be aware of the needs of others. Good systems are in place to monitor the quality of the Nursery's provision and self-evaluation is largely accurate. There has not yet been time to develop a systematic analysis of the impact of all that the Nursery provides on the standards children reach across the areas of learning. This limits the effectiveness of the school development plan as a tool for improvement. Governors are supportive and are able to act as critical friends. The new headteacher has made a good start in sustaining high standards of provision in a period of uncertainty and change for the Nursery.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective is the provision in meeting the needs of children in the EYFS?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Achievement and standards

How well do children in the EYFS achieve?	1
The standards[1] reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

Personal development and well-being

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

The quality of provision

How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of the children in the EYFS promoted?	1

Leadership and management

How effectively is provision in the EYFS led and managed?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Hollywood Park Combined Nursery Centre, Stockport,
SK3 0BJ

Thank you for making me so welcome when I visited your Nursery. I really enjoyed coming to Hollywood Park and meeting you all. I think you have a wonderful Nursery and I know that you and your mums and dads think so too. These are some of the things I found out during my visit.

- You are very happy, friendly children and you are very good at remembering to be kind to each other and to play together well.
- The grown-ups look after you very well and they help you to learn to do things for yourselves.
- Your teachers find interesting things for you to do and this is helping you to learn lots of important skills. I was especially pleased to see how much you enjoy stories and songs and how good you are at counting.
- You have a beautiful Nursery with super outdoor areas. I liked your forest school activities very much. It was wonderful to see how much you are learning about trees and minibeasts and how you have so much fun out in the meadow and the wildlife garden.
- Your teachers talk very often with your mums and dads and this helps them to help you at home with your learning.

I've asked your headteacher to carry on working on her plan to make the nursery even better, to help you all to do as well as you possibly can during your time in the nursery.

Thank you once more for helping me to find out about your nursery.