

Inspection of an outstanding school: Hadfield Nursery School

Queen Street, Hadfield, Glossop, Derbyshire SK13 2DW

Inspection date: 13 March 2024

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?

Parents and carers appreciate the progress their children make during their time at Hadfield Nursery School. As one parent said, with a comment typical of many: 'This is a fantastic setting for children to learn, develop and grow.'

Children settle well. They quickly learn the routines, such as how to use and put away equipment. They are encouraged to develop self-care skills, such as changing their footwear independently and fastening up their coats by themselves. They pride themselves in knowing where to put their belongings and their work.

Adults help children to understand how to take turns and think about how others might feel. For some children, this is done in a bespoke way. Children learn how to play alongside their peers. They become increasingly tolerant of each other's wants and needs.

The nursery school's curriculum has meaningful opportunities for children to learn about the wider world. For example, children visit the local elderly care home. Together, with the residents, they complete various art activities. Children relish the train journey to a local bookshop in Glossop. They eagerly await the chicks hatching from eggs in the nursery. They learn to perform dances from different cultures.

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

The 'Hadfield Goals' form the basis of the school's curriculum. These are key pieces of knowledge and skills that the school wants every child to achieve. The youngest children and those with special educational needs and/or disabilities (SEND) all work towards these goals. Alongside this, the school has considered the key books that they want children to read and the vocabulary they want them to learn. They have also ensured that the curriculum helps children to understand how to stay safe. For example, children learn

who they should go to when they have any worries or concerns. They also learn about what makes a good friend and how everyone is different. The school wants all children to aspire and have high ambitions of themselves, regardless of their background.

Staff understand the central importance of communication. They interact with children well. Conversations are positive. Children enjoy chatting with adults and peers. The curriculum has identified the important words that the school wants children to know. However, these are not always consistently used to move children's learning on.

Leaders have ensured that the books children read represent different communities and traditions. Younger children access interactive, hardback books. This helps them to manipulate and turn pages. These children enjoy singing familiar songs and rhymes. Older children retell stories through their play. For example, some children used props to retell the story of 'Whatever Next'.

Children can recall some of their previous learning. They remember how they needed tickets for their bus and train journeys. During a potion-mixing activity, children describe how water is moving. They predict the flavour of the potion they can see and smell. Adults help children to become enthused to learn more. For example, while playing with the space rocket, adults used books to provide children the chance to learn about craters. However, there is more work to do to consider the purpose of all activities and how these build on children's knowledge.

Staff know the needs of pupils with SEND very well. Bespoke next steps of learning are clearly identified and understood by all. Most of these are implemented well. These children are beginning to make progress in communicating their needs and feelings, building relationships and taking turns. Children with SEND are accepted and understood by their peers. The school works closely with other agencies to ensure that appropriate plans are being put in place for children as they transition to primary education.

Staff work effectively as a team. They know that their workload and well-being are considered when changes or new initiatives are introduced. Governors support the nursery school to continue to develop and improve.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some aspects of the nursery school's curriculum are not consistently implemented. This means that the children do not receive the curriculum as the school intends. The nursery school must ensure that the planned curriculum is implemented consistently so that children benefit from knowing and recalling more over time.

- Some activities do not help children to rehearse and practice what they know in meaningful ways. This hinders children from embedding ideas, concepts and knowledge in a systematic way. The school must ensure that all activities enable children to build their knowledge and understanding of the early years curriculum.

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	112469
Local authority	Derbyshire
Inspection number	10298368
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	66
Appropriate authority	The governing body
Chair of governing body	Kate Singleton
Headteacher	Kenneth Weed
Website	www.hadfieldnursery.co.uk
Date of previous inspection	6 March 2018, under section 8 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2021.
- The nursery school has provision for two-year-olds.
- The nursery school does not use any alternative provision.

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.
- 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 spoke with the headteacher to discuss the provision for children with SEND and attendance. The lead inspector spoke with an adviser from the local authority, and the chair of the governing body.
- Inspectors carried out deep dives into the following areas of learning: communication and language, personal, social and emotional development and understanding the world. For each deep dive, inspectors discussed the curriculum with leaders followed by observations of a range of activities in the nursery. They spoke with children and staff.
- Inspectors considered the responses to Ofsted’s parent and staff surveys. They also spoke to numerous parents on site.

Inspection team

Shaheen Hussain, lead inspector

His Majesty’s Inspector

Hazel Henson

His Majesty’s Inspector

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