

Inspection of Hindpool Nursery School

Bath Street, Barrow-in-Furness, Cumbria LA14 5TS

Inspection dates:	15 and 16 October 2024
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Children are happy at this friendly school. It is a welcoming place. Children and staff have a strong sense of belonging. Staff forge positive relationships with children and know their families well. Children are content and relaxed. They know that caring staff will look after them, including when they need comfort or reassurance.

Most children achieve well. This is because the school has high expectations for every child, including children with special educational needs and/or disabilities (SEND). Typically, children move on to primary schools ready for the next stage of their learning.

Children behave sensibly. They thrive in a culture of well-established routines. The school's values of kindness and sharing underpin the positive way in which the children relate to one another. They are polite and well mannered.

Children have the opportunity to try many new activities. They benefit from a wide range of educational trips and events. For example, children relish visits to a pumpkin patch, a forest and the seaside, as well as taking part in a scarecrow festival and a community carnival. These rich opportunities help children to learn more about the world around them and to develop new interests.

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

Since the last inspection, the school has successfully overhauled the quality of education that children receive. It has raised the bar for children's achievement. The school has developed an ambitious curriculum for all areas of learning. The curriculum is organised seamlessly to enable children to build secure knowledge and skills from the beginning of the provision for two-year-old children.

In the main, staff deliver the curriculum well. They are adept at choosing appropriate activities and resources that help children to learn effectively. Nevertheless, during some activities, some staff are not clear about the important knowledge that children should learn. This means that some staff do not place enough emphasis on the knowledge that children need for future learning. At times, this hinders children in making connections with their prior learning and prevents them from learning as well as they could.

The additional needs of children with SEND, including speech, language and communication needs, are accurately identified. For instance, staff use the progress check at age two of children's development to identify any early concerns about individual children. This helps staff pinpoint where they need to adapt their delivery of the curriculum to help children overcome barriers to their learning.

Typically, staff address any gaps in knowledge and vocabulary that children have. However, in a small number of areas, staff are not as clear on what children do and do not know. This is because the school does not check on what key knowledge children have learned in these areas.

Children demonstrate sustained concentration and immerse themselves in play. They enjoy the responsibilities they have to care for and help each other. Older children are proud to act as 'tiny teacher' helpers. This includes carrying out important jobs such as preparing snacks and helping new children learn the nursery rules.

Two-year-old children love to learn and take part in activities with confidence. They are ably supported by staff to understand the rules and routines of the nursery. They understand the importance of looking after resources and enthusiastically help to tidy toys away.

The school supports children's wider development well. Children learn about diversity among people and families through stories and celebrations, such as for Diwali and Christmas. Visitors, including from the emergency services, talk to the children about their roles and responsibilities. This helps children to understand that there are people in the community who can help them. These meaningful experiences prepare children for life in modern Britain.

Governors use their wide range of expertise effectively. They understand their statutory duties and fulfil their responsibilities well. Governors assure themselves about the quality of education that children receive by holding leaders to account. The school is considerate of staff's workload and well-being. For example, it considers how best to implement new initiatives without overburdening staff.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of activities, some staff are not clear about the important knowledge that they should teach children. In these activities, children do not learn as well as they could. The school should ensure that staff design and deliver learning activities which help children build on what they already know.
- At times, staff do not check on children's understanding of key knowledge in the curriculum. As a result, in a few areas of learning, some children are not as well prepared for the next stage of education as they could be. The school should ensure that staff are supported to identify and address any gaps in key knowledge that children may have.

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	112093
Local authority	Westmorland and Furness
Inspection number	10337651
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair of governing body	Helen Wedgwood
Headteacher	Andrea Sweeting and Peter Mills (co-headteachers)
Website	www.hindpoolnurseryschool.co.uk
Dates of previous inspection	29 and 30 March 2022, under section 5 of the Education Act 2005

Information about this school

- Since the last inspection, the school's leadership structure has changed. There are currently two co-headteachers.
- Several of the staff are new to the school since the previous inspection.
- Many of the governors are new to the school since the previous inspection.
- The school's provision includes early education for children aged two years old.
- The school does not make use of alternative provision for children.

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 co-headteachers and other school leaders. The lead inspector also spoke with a representative of the local authority.
- The lead inspector met with some members of the governing body, including the chair of governors.
- 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.
- 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 spoke with children and observed their behaviour as they played in the nursery.
- Inspectors reviewed documentation, which included leaders' evaluation of the school's strengths and areas for improvement and documentation relating to children's behaviour and attendance.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also spoke with some parents and carers during the inspection.
- Inspectors reviewed the responses to Ofsted's online survey for staff. There were no responses to Ofsted's online survey for pupils to consider.

Inspection team

Victoria Burnside, lead inspector

His Majesty's Inspector

Olivia Barnes

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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