

Inspection of a good school: Hart Hill Nursery School

Whitecroft Road, Luton, Bedfordshire LU2 0JS

Inspection dates:

25 June 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding 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?

Children blossom here. From the start, children grow in confidence and independence. Adults are consistently kind and caring. As a result, children feel, and are, safe.

Children learn to name and manage their feelings. They swiftly learn the routines and respond very well to the high expectations of adults. Children learn to confidently make choices, for example, selecting fruit and drinks at snack time. They keep themselves safe, for example by wearing sun hats independently. They learn the right skills to dress themselves.

From the start, children develop their communication skills through signs as well as words. They are fascinated by the new words that staff introduce clearly and practise regularly with them through stories, songs and conversations. Children develop a rich vocabulary to express their interests and preferences to staff.

Children learn well. Adults prompt children to think and to 'have a go' with sensitive questions and encouragement. They gently correct any misconceptions. Adults show children how to do or say things correctly. As a result, children make strong progress and achieve well.

Children can follow their interests at after school clubs such as dance, sensory or gardening. They develop a love of learning, which equips them well for their next school.

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

The school is ambitious for children to be happy and achieve well. Leaders have developed a detailed curriculum. This clearly sets out what children will learn in small, well sequenced steps. The school knows its children well and has taken their needs and

interests into account when devising this. Leaders are highly reflective. They constantly strive to make the right adjustments so that all children can achieve well. Governors play their part effectively. They know the school thoroughly through their regular visits. They provide the right support and challenge to the close-knit staff team.

The curriculum helps children to build the right skills over time. As a result, children are ready to succeed in their next school when they leave. For example, children learn to listen attentively so they can discriminate and blend sounds. This helps them to be ready for phonics. Adults share a range of classic and contemporary books with children each day. They use props and signing to help all children to understand and join in at story time. Through stories and rhymes, children encounter the world beyond nursery. They consider the feelings and actions of others. Children learn to count and use numbers. They use these naturally in their play as well as in focused sessions such as cookery.

Adults check what children understand and can do. They swiftly spot any gaps in learning. They put extra help in place so that children can catch up. They extend ideas and vocabulary through skilful conversations.

Children with special educational needs and/or disabilities (SEND) get very effective support. Staff have a precise understanding of the challenges for each child with SEND. They work with families to identify bespoke targets and the right provision. They regularly review and adjust this support. Children with SEND have time learning and playing alongside their peers as well as quieter times with specific extra help. As a result, children with SEND make very strong progress from their starting points.

Children behave very well. They copy the kind respectful behaviour that adults consistently model for them. Adults support children to name and deal with any tricky feelings. Children learn to calm themselves with breathing exercises and yoga. The few children who need extra help with their behaviour get meticulously planned, consistent support that takes any underlying causes into account. All children get plenty of praise for making the right choices with their behaviours.

Through the curriculum, the school celebrates the rich diversity of pupils and their families. Children see themselves and their families reflected in books and photographs. They learn about different festivals and celebrations through art, music and play. Adults provide opportunities for children to wonder at the natural world. Outdoors, children love to explore the wild area, studying snails and ladybirds, for example.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 good in November 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 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	109418
Local authority	Luton
Inspection number	10323589
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	124
Appropriate authority	The governing body
Chair of governing body	Daniel Coppin
Headteacher	Katey Thompson
Website	www.harthillnursery.co.uk
Date of previous inspection	27 June 2018, under section 8 of the Education Act 2005

Information about this school

- The school provision includes children who are two years old.
- The school provides care through clubs that operate before and after school, as well as at lunch time.
- The school does not use any off-site providers of alternative education.

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.
- Inspectors met with senior staff in the school including the head teacher, chair of governors, and the other leads for safeguarding. Inspectors also spoke with a representative of the local authority.

- Inspectors carried out deep dives in: communication and language; personal, social and emotional development and mathematics. For each deep dive inspectors discussed the curriculum with senior leaders, observed focused group activities and child-initiated play, and spoke with other staff.
- Inspectors reviewed minutes of governors' meetings, school development plans, curriculum documentation and other reports relating to the school.
- To evaluate the effectiveness of safeguarding, 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 pupils' interests first.
- The inspection team considered the views of parents through responses to the online survey, Ofsted Parent View including free text responses. Inspectors gathered the views of staff through Ofsted's staff survey, as well as discussions conducted during the inspection.

Inspection team

Lynne Williams, lead inspector

His Majesty's Inspector

Fiona Webb

Ofsted Inspector

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