

Inspection of a school judged outstanding for overall effectiveness before September 2024: Hoyle Nursery School

Chesham Fold Road, Bury, Lancashire BL9 6HR

Inspection date:

4 March 2025

Outcome

Hoyle Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Children are eager to come to this nursery, where everyone is welcome. They are greeted warmly when they arrive each day and look forward to exploring the captivating activities that staff have prepared for them.

Children are safe and happy as they explore the learning environment on offer. Staff have children's best interests and welfare at heart. The exceptional relationships staff have with children create a warm and secure atmosphere where children thrive.

Whatever their starting points, children are exceptionally well supported in their learning and play by staff who are experts in understanding the needs of young children. In turn, children are inquisitive learners. The excellent start they enjoy ensures that children are fully prepared for their next school.

Behaviour is outstanding. Children form strong friendships and happily play together with care and kindness. Staff are experts at helping children learn about their feelings and express themselves. Children can be heard confidently explaining why they are happy or sad.

Rain or shine, children are eager and excited to play in their magical outdoor area, which is packed full of interesting nooks and crannies. There are ramps to balance on, trees to climb, dens to hide in and cosy corners to talk with friends.

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

Since the last inspection, the school has continued to go from strength to strength. The school delivers an exceptionally well-designed and ambitious curriculum. This is particularly effective for children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language. Children are offered the very best foundation for their future education, and the school is highly successful at making this happen.

Staff have a thorough knowledge of the areas of learning they teach. They skilfully adapt the curriculum to meet the needs of children. There are plenty of opportunities for children to revisit and recap important learning in adult-led activities and free play. High-quality staff training, coupled with a purposefully designed curriculum, ensures that children's achievement is excellent.

The provision for two- and three-year-olds is a hive of activity and caters exceptionally well for these young children. Staff are experts at teaching this age group. They sidele up to children to play alongside them and then make the most of every learning opportunity.

Throughout the nursery, staff seize every opportunity to skilfully use their interactions with children to develop their communication and language. This includes children who speak English as an additional language. Staff are quick to build on children's interests and curiosity. They expertly and sensitively add to and reinforce new vocabulary. Children quickly find their voice, knowing they will always be heard.

The enjoyment of reading and storytelling is a prominent feature of school life. Children gravitate towards staff to listen to a story. Children practise their growing knowledge and understanding of stories as they play with puppets and props. For example, children delight in retelling the 'Three Little Pigs' story. Older children begin to learn the letters and sounds they encounter regularly, such as in their names, and how to blend simple sounds orally to make words.

Staff are particularly effective at identifying and supporting children with SEND. They expertly use their knowledge of each child to put the right strategies in place to make sure that children get the support they need. The school has a small specially resourced provision for children with SEND (specially resourced provision). These children receive expert support from staff who have a strong understanding of their needs. Children with SEND blossom and succeed alongside their peers.

Children are highly motivated to learn. They listen attentively to staff and enthusiastically engage in activities with their peers. The school excels at building strong, supportive relationships with parents and carers. These trusting relationships help the school instil and reinforce the importance of their child attending school regularly.

The school carefully nurtures the personal development of children. They learn about the local and wider community. For example, children take local residents bunches of daffodils in spring and cards at Christmas. This supports children to develop their confidence and

builds their understanding of different people.

Governors share the school's passion for providing the best for children. Staff value the support they receive for their well-being and workload. They appreciate the time the school gives them to carry out their responsibilities effectively. Staff are very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in October 2019.

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	105283
Local authority	Bury
Inspection number	10347946
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	91
Appropriate authority	The governing body
Chair of governing body	Brijesh Patel
Headteacher	Rachel O'Neil
Website	www.hoylenurseryschool.co.uk
Date of previous inspection	15 October 2019, under section 8 of the Education Act 2005

Information about this school

- Since the last inspection, the acting headteacher is now the permanent headteacher. She took up this post in January 2020.
- The school offers provision for two- and three-year-old children.
- In the school, there is a small specially resourced provision for children with SEND. The school currently has six children who attend full time and 12 that attend part time. All these children have education, health and care plans for needs including speech, communication and language or for autism. These children are fully integrated into the main school.
- The school does not make use of alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection that the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school

and have taken that into account in evaluating the school.

- The inspectors spoke with the headteacher. She is also the special educational needs coordinator and designated safeguarding lead. The inspectors also spoke to the assistant headteacher and other school leaders.
- An inspector met with members of the governing body. She also spoke on the telephone with a representative of the local authority, an external school improvement partner and representatives from two primary schools.
- Inspectors visited a sample of lessons, observed children, spoke to some of them about their learning and looked at samples of children's work.
- 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 held discussions with a range of school staff about their workload and well-being.
- Inspectors reviewed a range of documentation, including documents relating to school improvement.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online survey for staff. Where appropriate, the inspectors spoke with children about school life.

Inspection team

Sue Eastwood, lead inspector

His Majesty's Inspector

Sarah Gower-Jones

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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