

Crosfield Nursery School and Children's Centre

Inspection report

Unique reference number	101702
Local authority	Croydon
Inspection number	376614
Inspection dates	5–6 March 2012
Lead inspector	Alison Cartlidge

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

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	107
Appropriate authority	The governing body
Chair	Clark Dunstan
Headteacher	Jaqi Stevenson
Date of previous school inspection	6 October 2008
School address	Elborough Road South Norwood Croydon SE25 5BD
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Age group	3–5
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Introduction

Inspection team

Alison Cartlidge

Additional inspector

This inspection was carried out with two days' notice. The inspector observed nine lessons taught by eight members of staff. The inspector took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at questionnaires from 38 parents and carers and 13 members of staff. Meetings were held with members of the governing body, staff and parents and carers. The inspector looked at children's work, information on their progress, safeguarding information and other documents presented by the school.

Information about the school

This is a larger-than-average-sized nursery school. Children come from a wide range of ethnic heritages and there is a high proportion of children who speak English as an additional language. Twenty-six different home languages are spoken and almost half of the children who are learning to speak English as an additional language, are at the early stages of learning to speak English. The school has a broadly-average proportion of disabled children and those who have special educational needs. The school operates a flexible system for attendance, with most children attending part-time, with a few full-time places.

The school is part of a children's centre; neither this nor the privately run after-school club formed part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school where effective teaching and good leadership and management ensure children make good progress. The school is greatly appreciated by parents and carers, who find it to be inclusive and welcoming and seamlessly linked to the children’s centre. While children learn quickly, the school is not outstanding because opportunities for developing children’s speaking skills are not fully exploited and middle leaders and managers are not fully involved in evaluating children’s progress to better inform curriculum and development planning and enhance children’s learning still further.
- Children achieve well, especially in physical development and personal, social and emotional development. While children learn quickly in all areas of learning, leaders have correctly identified that speaking is the weakest area, and although children progress well, there are a few missed opportunities to extend learning further.
- Good teaching is evident in the way members of staff encourage children of differing abilities to take part in new experiences that are specifically designed to expand skills and knowledge. Very occasionally during large-group discussion, not all children are enabled to participate, reducing opportunities for speaking and to further increase their rate of progress. In addition, while members of staff ask mostly helpful questions to stimulate discussion, planning does not always remind practitioners what new vocabulary should be promoted.
- Children enjoy learning and, consequently, they behave well. They settle into tasks swiftly and concentrate fully on what they are doing. They feel safe and know how to avoid danger.
- Leaders have ensured that good teaching has been consolidated and built on since the last inspection and the management of performance has been successful; the issues for improvement identified at that time have been tackled successfully. The school’s self-evaluation is accurate.

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What does the school need to do to improve further?

- Extend opportunities to develop children's speaking by:
 - ensuring all children participate in group discussions
 - always identifying in planning the new vocabulary to be promoted during an activity.

- Increase the involvement of middle leaders and managers so that they:
 - evaluate the progress of all groups of children across all areas of learning
 - become more responsive to children's changing needs in their curriculum and development planning.

Main report

Achievement of pupils

The inspector agrees with parents and carers that their children achieve well. Parents and carers typically make comments such as, 'My son is learning new things every day.' When children join the school, the large majority are working below the levels expected for this age group. They make good progress and attainment rises, with the large majority working at the expected levels by the time they leave.

Children develop a good range of skills, making the best progress in physical development and personal, social and emotional development. An exciting, well-planned garden provides a good level of challenge for children to develop good coordination, control and physical strength. During the inspection, children were seen challenging themselves to improve their climbing, balance and ability to throw and catch. All staff are consistent in the support they provide in developing children's self-respect and social skills, enabling them to grow in independence and confidence. For example, children increased their ability to take turns during a shopping game and members of staff constantly supported and praised successes. Children who have attended 'stay and play' sessions in the children's centre already know the expectations of members of staff for their personal development. Children do well in all areas of learning, and avidly share books with members of staff, learning early reading skills well, including phonics, (sounds and letters). Children develop their ability to count through number games and rhymes and extend their knowledge of the world, for example, by exploring mini-beasts and the properties of water.

Children particularly enjoy making choices about their learning and concentrate well. They make the best progress during these times because members of staff plan a wide variety of interesting activities linked to a shared theme and engage children well through one-to-one discussion. For example, during the inspection it was book week and children in the playhouse delighted in taking part in role play, where a member of staff was 'The Tiger Who Came To Tea'. Another story led to good discussions about the size, shape and colour of various fruits while children drew them using pastels, and great excitement was generated by comparing snails in a

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book to the real thing. Occasionally, progress is slower during group time, particularly when the group is too large to enable children to all contribute to discussion. When this happens, opportunities are missed for children to practise speaking to an audience.

Disabled children and those with special educational needs achieve well because their progress is monitored closely and additional activities provide targeted support. For example, the exciting sensory room was used well to help children learn about shape and they concentrated closely because there were no other distractions. There is no significant difference between the learning and progress of girls and boys or of children from the wide range of ethnic heritages.

Children at the early stages of learning to speak English as an additional language learn quickly. There is a good balance between opportunities for speaking in their home languages and for learning English. Dual-language books are available for parents and carers to borrow and stories are shared in small groups, enabling the children to gain a better understanding by handling objects that relate to a particular story.

Quality of teaching

Most parents and carers feel that their children are taught well at the school and that members of staff are 'experienced, dedicated and caring'. This view is endorsed by the inspection findings and the enthusiasm and responsiveness of the children demonstrate that they are also pleased with the way they are being taught.

Members of staff have a clear understanding of the differing needs of individual children, including those who have previously attended the children's centre, and are skilled in supporting them as they make choices about learning. 'Special books' are used to help children see how their work is improving and targets are set to enable members of staff to ask the right questions as children work. They adapt questioning well so that it moves learning forward swiftly, although, very occasionally, questions are not open ended enough to promote good speaking. For many activities, members of staff have identified key words to be used to enhance learning, but this good support is not available for all activities so that opportunities are sometimes missed to broaden children's vocabularies.

The planned curriculum supports children's personal and academic development well. Most activities strongly engage the children's interest and stimulate successful learning, including those designed to promote early reading skills. Members of staff adjust unsuccessful tasks and model learning when children have not taken enough interest. For example, the jungle role play was underused on day one of the inspection, but on day two a member of staff showed children how to use the animal puppets and, consequently, more were attracted to the area. The good support for children's spiritual, moral, social and cultural development is evident in the way children work together sensibly and can suggest acts of kindness shown by others to display on the 'kindness tree'. Children take great delight in using magnifiers to help

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find out about the wonderful mini-beasts and learn to respect their environment.

Behaviour and safety of pupils

Children are enthusiastic learners, behave well and are tolerant of each other. Most parents and carers are pleased with behaviour and the way their children are kept safe. Children are confident that they will be looked after well and are willing to take controlled risks because they feel safe. For example, the climbing equipment is used to provide greater challenges as children's skill and confidence levels grow. Behaviour is managed consistently through the judicious use of praise and children understand positive rules such as 'good listening' and 'good sitting' and follow these well most of the time. There have been no exclusions, or instances of racism or seriously unkind behaviour of any description (bullying) over time. Children are cooperative and friendly and most help with tasks such as tidying away equipment. Children who have attended the children's centre have already started to learn to behave as expected by members of staff.

Rates of attendance are broadly average for this age group, although a few families do not ensure that their children attend regularly. The school is continuing to work closely with these families to stress the value of good attendance. Members of staff ensure that children are aware of potential risks of new activities. Children know that there are different types of unkind behaviour and they demonstrate through their careful actions that they understand about how various dangers can be avoided. For example, they use knives carefully when preparing fruit for snack and wash their hands after handling soil and mini-beasts. School records show that there are comparatively few accidents of any kind.

Leadership and management

Leaders, including the governing body, demonstrate the school's good capacity to improve because improvements have been made since the last inspection in meeting children's differing needs, including those who are learning to speak English as an additional language, and achievement in phonics is now good. Children's good achievement and positive behaviour have been sustained by consistently good teaching. Senior leaders have high expectations of members of staff and the children, and professional development has a strong impact on whole-school practice. For example, recent training for staff in the school and children's centre in building relationships with families has enabled members of staff to provide effective support for parents and carers to help increase their children's progress. Most evaluation is undertaken by senior leaders. Consequently, middle leaders and managers have limited opportunities to analyse information on children's progress frequently enough to help fine-tune the curriculum to children's changing needs and to iron out slight differences in progress between groups of children, should they arise.

The school provides a broad and balanced curriculum that meets differing needs well, although there are a few missed opportunities to extend children's speaking. It

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provides well for children's spiritual, moral, social and cultural development, with strong guidance on appreciating and respecting cultural differences and the importance of kindness and sharing.

The governing body and school leaders ensure that safeguarding arrangements meet requirements. Children and their parents and carers have confidence that the school takes action when concerns are raised. Governors are knowledgeable about the school's strengths and next steps needed to improve provision further. They actively challenge the school and are strengthening their role in monitoring children's progress for themselves. Governors, leaders and staff are effective in ensuring that equal opportunities are promoted successfully and that there is no discrimination. Children from all ethnic heritages and social backgrounds are supported and encouraged equally and fully included socially.

The relationship between parents and carers and members of staff is a particular strength. Parents and carers are welcomed into the Nursery to help their children settle and make positive comments such as, 'The Nursery allows the children to have a vast range of experiences and challenges based on play.'

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils’ needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



7 March 2012

Dear Children

Inspection of Crosfield Nursery School and Children's Centre, South Norwood, SE25 5BD

I enjoyed coming to see you at your friendly Nursery and talking with you about what you were doing. Thank you for helping me and making me feel welcome. Your Nursery is a good school.

These are the best things about your school.

- You learn quickly because you enjoy choosing from all the exciting activities, and teachers are good at helping you to do your best.
- You behave well, do 'good sitting' and 'good listening' and remember to be kind and share with each other.
- We agree with you that teachers are kind and keep you safe at school.
- Leaders help to make the Nursery even better and know what to do to make it outstanding in the future.

These are the things we have asked your school to do next to help it improve further.

- Make sure you all get enough chances to speak during group time and that teachers know what new words to teach you as you work.
- Help teachers who look after areas of learning to check carefully how well everyone is doing so that they can make things even better when needed.

Thank you once again for telling me about your school and letting me see you at work. You can help your teachers by always trying to talk about what you are doing.

Yours sincerely

Alison Cartlidge
Lead inspector

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