

Greenfield Nursery School

Inspection report

Unique Reference Number	117067
Local Authority	Hertfordshire
Inspection number	358073
Inspection dates	6–7 December 2010
Reporting inspector	Sue Vale

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	98
Appropriate authority	The governing body
Chair	Kris Didymus
Headteacher	Pat Bishop
Date of previous school inspection	18 January 2007
School address	Hurst Drive Waltham Cross EN8 8DH
Telephone number	01992 760779
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Email address	head@greenfield.herts.sch.uk

Number of children on roll in the registered childcare provision

Date of last inspection of registered childcare provision	Not previously inspected
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Age group	3–4
Inspection dates	6–7 December 2010
Inspection number	358073

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Introduction

This inspection was carried out by two additional inspectors. Eight lessons and parts of lessons were observed and all teachers and support staff were seen. Children were observed at play, during snack times and at lunchtimes. They were also observed working in small groups and with one to one support, particularly for those with special educational needs and/or disabilities and those new to learning English.

Meetings were held with the headteacher and with the teachers in charge of developing speaking and listening and raising attainment in reading and writing. Discussions were held with the Chair of the Governing Body, a parent governor and some parents.

Inspectors observed the school's work, and looked at school documents including the school development plan, tracking information, policies and procedures, governing body minutes and individual children's portfolios/learning journals for evidence of progress. In addition, they took into account 20 parental questionnaires and five staff questionnaires.

- The inspection team reviewed many aspects of the school's work. It looked in detail at the following.
- How well assessment and progress and tracking systems are used to help raise children's attainment and progress.
- The use of planning to support children's individual interests and the activities that are planned to extend their learning.
- The provision for children who are new to learning English, and those who are identified with special educational needs and/or disabilities.

Information about the school

This is an average-sized nursery school which provides day care for children from 8am to 6pm throughout the year. There is also an integrated pre-school and Daisy Chain day care provision, which was part of the inspection. The local authority also runs an opportunities group on site. This was not part of this inspection. Over two thirds of the children are from a wide range of ethnic minority backgrounds. The main languages spoken other than English are Turkish, Polish and Akan/Twi-Fante. The proportion of children identified with special educational needs and/or disabilities is around average. Their main needs are autism and speech and language difficulties. The nursery has the Hertfordshire quality award.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Greenfield Nursery is a good school. Children are well known as individuals and they and their families are at the centre of all that the nursery plans for and does. There are excellent links with children's families who are supported right from when their children start in the 'drop in' and 'play and stay' sessions. Many then move through into the pre-school and on into nursery. Parents and carers are very positive in their views about the nursery. As one parent commented, 'I am very happy with this nursery. I feel they are very well equipped. My daughter loves nursery and even wants to go at the weekend!'

The majority of children start at nursery with below and in some cases (particularly in communication, language and literacy and problem solving, reasoning and numeracy) well below the expected starting points for their age. They achieve well and make overall good progress, so that they leave with just below expected levels of attainment. In some areas of learning such as creative and physical development many children make good progress and reach expected levels for their age. There is no significant variation in the achievement of different groups.

Children's behaviour is good and staff deal very well with those who find it more difficult to behave. The spiritual, moral, social and cultural development of the children is good. Children are well aware of what constitutes right and wrong behaviour and are keen to support and correct each other. Children get on well together and the nursery is a harmonious place to be, resulting in good equality of opportunity for all. Attendance is poor amongst some families. The nursery is currently not rigorous enough in their monitoring of attendance, but plans are in place to work on encouraging families to attend more regularly.

Children clearly feel safe and secure in their surroundings as they try out new activities. Healthy lifestyles are adopted well and children join in lots of physical activities throughout the day. There is good provision for those children identified with special educational needs and/or disabilities and parents are actively encouraged to seek help and support from the nursery. One parent wrote to inspectors, commenting, 'My child has SEN (special educational needs) and he has had an excellent one-to-one who has brought him on brilliantly, I couldn't ask for better.'

Teaching varies but overall is good. Good aspects include the way staff engage and motivate children in their learning through the good use of questioning because all adults know the children in their care very well as individuals. Weaker aspects are a lack of consistency around assessment and its use and in adults' accuracy of judgements in how well children attain. The curriculum is good and particularly strong in creativity and is planned around children's individual needs and interests, which in turn enhances their learning and the progress which they make. A new system of assessment was introduced a year ago and this term a new system of tracking progress has been introduced. Whilst

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there are some exemplary examples of individual portfolios/learning journals to record what children know, understand and can do and what they need to do to improve, there is an inconsistency in the approach to their use across the staff. Despite this variability, assessment information is mostly used well in planning activities which capture the children's interests and imagination.

Leadership and management are good. Self-evaluation is accurate and evaluative. The governing body has improved its effectiveness since the previous inspection. They give good support and challenge and act more constructively as a critical friend. It is this self-review and critical eye that ensures that the nursery has good capacity to continue to improve.

What does the school need to do to improve further?

- Raise attainment, particularly in communication, language and literacy and problem solving, reasoning and numeracy, and accelerate progress further in lessons by:
 - improving the consistency of teachers' use of tracking, targets and assessment to support and challenge all children
 - ensuring that assessment is more accurately matched to children's attainment in line with national expectations
 - sharing best practice of observations and assessment from children's individual learning journals.
- Raise attendance through more rigorous monitoring and through raising parental awareness of the positive impact that regular attendance has on their children's learning.

Outcomes for individuals and groups of children

2

In some aspects, such as their personal, social and emotional development, creative and physical development children make good progress. There are few differences in the progress made by girls and boys, and those identified with special educational needs and/or disabilities make equal progress. They respond extremely well to their teachers' active encouragement to try new activities and to develop their creative and physical abilities. In other areas, such as communication, language and literacy and problem solving, reasoning and numeracy, the progress children make is good overall as they start from lower than expected levels for their age. The introduction of 'Every Child a Talker' (ECAT) is starting to have a positive impact and accelerate progress in developing children's speaking and listening skills. Good progress was seen when children were being creative and making Christmas hats and cards. They were confident and happy to design their own and choose independently how they wanted to decorate their masterpieces.

Children are clear in their understanding about what makes a healthy lifestyle, and enjoy their daily fruit snack. In pre-school this time is used well to enhance their personal and social skills and children thoroughly enjoy the family feel to it. Those new to learning English made particularly good progress when they were playing with the small ice world; because of good adult intervention and good role modelling of language, they really enhanced their vocabulary and their spoken language development. Those children who are in need of more support are guided very well by staff, who ensure that activities are

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adapted to their needs and that just the right amount of help is given, without adults continually interfering as the children find things out for themselves. Behaviour overall is good, although there are children who present more challenging attitudes. Staff support and care for these children very well and this is why children's understanding of their moral and social aspects are good. Attendance is poor from a number of families. The nursery has identified that it has not done enough in the past to encourage attendance or been sufficiently rigorous in its monitoring.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	2
Children's achievement and the extent to which they enjoy their learning	2
Taking into account: Children's attainment ¹	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
The extent to which children feel safe	2
Children's behaviour	2
The extent to which children adopt healthy lifestyles	2
The extent to which children contribute to the school and wider community	2
The extent to which children develop skills that will contribute to their future economic well-being	3
Taking into account: Children's attendance ¹	4
The extent of children's spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The inspection confirmed the nursery's own view that the quality of teaching is good. Adults plan the curriculum well to support not only individual children's interests but also to ensure that there is a broad and interesting array of activities on offer. Good and imaginative use is made of resources including new technology. This was seen, for example, when the children were eagerly making a snowman out of card and cotton wool and when they were programming remote control robots to move on the carpet. Adults listen to the children well and know their individual interests. There were some good examples seen of children being challenged in their learning through play such as in 'Santa's little helpers' grotto.' Here adults were good role models of language in order to

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develop children's vocabulary and understanding. This is of particular value to those children who are new to learning English.

The assessment of children's knowledge, skills and understanding is regularly undertaken. The introduction of individualised learning journals has been successful and some are extremely well compiled. Parents and carers are asked to contribute to their children's learning and to be involved in reviewing what their children know, understand and can do. This has a positive effect on raising children's self-esteem and promotes the excellent parental involvement encouraged by the nursery. The new system of assessment is not yet fully established for all staff; there are some inconsistencies in the way staff judge the standards that children reach. Leaders are monitoring the assessment procedures carefully and have plans in place to review its implementation, and to give more training for staff to ensure a consistency of approach. The care and support children receive is good, although not enough is done to monitor and encourage attendance.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Partnership with parents and carers is outstanding. Good communication between home and school begins when children first visit the nursery either as babies or as toddlers for 'stay and play' sessions. The nursery is particularly successful in communicating with those families, parents and carers who are more vulnerable. Community cohesion in relation to the nursery community is good, although there are more limited opportunities for children to see how people live in other parts of the world. The nursery has a strong and effective commitment to ensuring that all children have an equal opportunity to thrive and that there is no discrimination. It uses its good knowledge of each child's individual needs and interests well to secure this, particularly for those children with specific educational needs and for those who are new to learning English. A committed stable staff are willing and eager to seek further improvements and self-review and evaluation is good. Governance has improved since the previous inspection. Whilst there have been many changes on the governing body there is now a stable core of governors who are committed and supportive. They act as a critical friend and are in a good position to enhance their support still further. Statutory requirements in relation to safeguarding at the time of the inspection were fully implemented. There are good links with a variety of other agencies supporting children and their families.

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These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Around a fifth of the parents and carers returned the questionnaires, which is low. All of those who did so were overwhelmingly positive about the nursery although there were only two written comments. There were no negative comments or concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Greenfields Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 20 completed questionnaires by the end of the on-site inspection. In total, there are 98 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	95	1	5	0	0	0	0
The school keeps my child safe	15	75	5	25	0	0	0	0
My school informs me about my child's progress	13	65	7	35	0	0	0	0
My child is making enough progress at this school	16	80	4	20	0	0	0	0
The teaching is good at this school	15	75	5	25	0	0	0	0
The school helps me to support my child's learning	13	65	6	30	0	0	0	0
The school helps my child to have a healthy lifestyle	14	70	6	30	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	55	8	40	0	0	0	0
The school meets my child's particular needs	14	70	6	30	0	0	0	0
The school deals effectively with unacceptable behaviour	12	60	8	40	0	0	0	0
The school takes account of my suggestions and concerns	12	60	8	40	0	0	0	0
The school is led and managed effectively	15	75	4	20	0	0	0	0
Overall, I am happy with my child's experience at this school	19	95	1	5	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

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.



8 December 2010

Dear Children

Inspection of Greenfield Nursery School, Waltham Cross, EN8 8DH

It was lovely to meet some of you and hear your views when I came to visit your nursery. I really liked some of the activities that you do. I wanted to join in making the snowmen and Christmas cards! I hope you are still looking after your rabbits.

You are very fortunate as you go to a good nursery.

Your parents are very pleased with your nursery.

There are outstanding links between your nursery and your home and with your parents.

You are looked after well and the staff make sure that there are lots of interesting things for you to do. This helps you to learn.

Teaching really supports you in helping you to develop your skills and knowledge and understanding particularly of the world around you.

You are very good at making things and being creative

Most of you behave very well.

I hope that you continue to enjoy the fun things that there are to do. Even in good schools there are things that can be improved so I have asked the nursery to review the way they check out what you know and understand and can do, and to share the good work in some of your learning journals with others. You and your families can help by making sure that you come to nursery every day.

Yours sincerely

Sue Vale

Lead inspector

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