

Purley Nursery School

Inspection report

Unique Reference Number	101704
Local Authority	Croydon
Inspection number	355052
Inspection dates	10–11 November 2010
Reporting inspector	David Curtis

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	96
Appropriate authority	The governing body
Chair	Wendy Jackson
Headteacher	Frances Wimpres
Date of previous school inspection	27 November 2007
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed children learning and playing independently and in sessions where they were with their key worker. Inspectors met with a number of parents and carers, members of the governing body and key members of staff. They observed the school's work, and looked at documentation relating to safeguarding and child protection, the school improvement plan, notes of a visit by the School Improvement Partner, the tracking of children's progress and the 63 questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well does the nursery meet the learning and development needs of more-able children?
- How well do children sustain interest in activities that they choose for themselves?

Information about the school

Purley Nursery School is an integral part of Purley Children's Centre which was inspected on 11–12 November 2010 and subject to a separate inspection report. The nursery is fully flexible during the school day in providing parents and carers with their entitlement to 15 hours of education for their children. In addition, there is provision for a breakfast and after-school club so that the nursery can provide wrap-around care from 8am until 6pm. Pupils from one primary school may attend the breakfast club, and pupils from three primary schools may attend the after-school club. Sixty per cent of children are White British, with the remainder coming from a diverse range of minority-ethnic backgrounds. Currently, eight children are identified as having special educational needs and/or disabilities, mainly for speech, language and communication needs. In addition, the nursery supports a small number of children with profound learning difficulties and/or disabilities. Children attend the nursery in the academic year in which they reach the age of four. At the end of the year, they transfer to one of up to 12 different primary schools.

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

The most striking feature of the nursery is the outstanding care, guidance and support provided for children and their families. Because the nursery is an integral part of the children's centre, staff know the children from a very early age which enables a smooth and seamless transition at the start of the school year. As one parent wrote, 'My child was able to make a very easy transition from the stay-and-play sessions to the nursery and thoroughly enjoys his time there.' There are significant strengths in the support for children with special educational needs and/or disabilities, including those with profound needs. Staff ensure that the nursery is an inclusive and harmonious community.

Children's achievement is good. All groups, including the more able, make good progress and their attainment by the time they leave the nursery is above expectations for their age. Children have an excellent understanding of how to stay safe. As one said when using the climbing frame, 'You have to face it so that you do not fall.' Children's understanding of the importance of healthy lifestyles is outstanding and summed up by a child who said, 'Fruit is good for you it has lots of vitamins.' Children are extremely helpful and cooperative in helping to prepare the main room for lunch and in tidying up at the end of sessions.

Teachers and key workers provide an interesting and stimulating range of activities both indoors and outdoors that captures and engages children's interests. As a result, children sustain interest and concentration for lengthy periods. Planning is good and is based on children's own interests and ideas. Day-to-day assessment informs planning for children's next steps in learning, including for more-able children. The detailed tracking of children's progress, three times a year, is thorough and enables staff to identify strengths in children's performance, as well as potential gaps in learning. However, the tracking, at present, does not cover all areas of learning, particularly linking letters and sounds, and shape, space and measures. Relationships between adults and children are very good, with rigorous attention paid to children's safety and well-being. At times, staff do not always follow through a line of questioning with children that would extend their thinking.

The headteacher, deputy headteacher and staff are totally committed to the nursery being an integral part of the children's centre and see no division between the two. Staff and the governing body are aware of the strengths of provision and through the improvement plan have a detailed understanding of those aspects of provision that need improving.

Consequently, the capacity for further improvement is good.

What does the school need to do to improve further?

- Extend the school's tracking of children's progress to include all areas of learning.

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- Improve the questioning skills of adults in challenging and extending children's thinking.

Outcomes for individuals and groups of pupils

2

Children are happy, secure and confident in the nursery. They arrive at the start of each session with smiles on their faces and eager to join in the exciting activities provided for them both indoors and outdoors. Children show good levels of concentration when working independently, such as when using the computer or looking at books in the stimulating book corner. Boys and girls, and children from different ethnic backgrounds play and learn together in total harmony. Two boys showed impressive levels of sustained interest in building a model railway layout and solving the problem when carriages became uncoupled. The 'Purley Shop' was very popular during the inspection so much so that, at one point, it ran out of stock! Boys and girls were equally keen to write shopping lists and to use notes and coins to make their purchases. There was much coming and going of children with shopping bags to the home corner where delicious meals were prepared. A significant feature is the way children play with and join in activities provided for children with profound needs, for example in singing and performing the actions to go with Twinkle, twinkle little star. Children with special educational needs and/or disabilities make the same good progress as their peers because staff are sensitive to and very supportive of their needs.

Behaviour is good because children are interested and motivated to play and learn. Just occasionally, a few children find it difficult to wait their turn. Bearing in mind how young these children are, their attendance is good and they clearly are very keen to be at the nursery. Preparation for transfer to Reception classes in primary school is good because children are equipped especially well with key skills in all areas of learning.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' 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?

Teachers and key workers are a very effective team and provide children with an interesting and exciting range of activities that cover all six areas of learning. They make imaginative use of the good range of resources both indoors and outdoors to support learning and development. Staff are skilled at promoting children's interest in books and reading, especially at story time. When children help staff prepare snack time, staff are particularly good in teaching children key skills of cutting and coring fruit in a safe and secure way. Although staff engage in discussion and questioning with children on a regular basis, they do not always follow through a line of questioning that extends children's learning. Children's 'Records of Achievement' are used effectively so that staff, children, and parents and carers contribute to building the picture of children's progress and development during their time at nursery.

All parents and carers who completed the questionnaire say that the nursery keeps their children safe and inspection evidence confirms this fully. Children and their families benefit from the very wide range of external support that is accessible in the children's centre. Transition arrangements for transfer are especially strong and valued highly by parents and carers. Staff work closely with all relevant support agencies to a high degree to ensure that the nursery can provide all necessary equipment and resources to support children with profound needs. The provision in the breakfast and after-school clubs is

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good. Children in the nursery benefit from learning and playing with older children from primary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher and deputy headteacher have a detailed and informed understanding of the requirements of the Early Years Foundation Stage. Together with all colleagues in the nursery, they are committed to providing children with an exciting and stimulating learning environment. Areas for improvement are identified based on accurate self-evaluation of performance, for example to improve key skills in using information and communication technology for girls. The school improvement plan identifies key objectives, timescales and success criteria, although the criteria by which the school judges its success in improving outcomes for children are not always sufficiently precise.

The governing body is effective in supporting the work of the Nursery. It takes its monitoring role seriously, with one member, for example, monitoring the progress children make in their physical development over the school year. The governing body is rigorous in ensuring that the nursery complies fully with all statutory requirements for safeguarding and child protection with the result that parents and carers, and children have no worries or concerns. The nursery is effective in ensuring that there is no discrimination and that equality of opportunity is promoted effectively for all children, resulting in such a harmonious community. The nursery and children's centre are an integral part of the local community and have strong links with other providers and primary schools. This, together with the fact that children from different ethnic backgrounds get on noticeably well with each other, reflects the nursery's good contribution to community cohesion.

The excellent partnership with parents and carers is evident in the very warm welcome they receive at the start and end of sessions and in the staff's willingness to engage in discussion with them about their children's learning and development.

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These are the grades for leadership and management

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	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account: Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Sixty six per cent of parents and carers returned the questionnaire. Where answers were given as blanks, it was because parents and carers felt that it was either too early in the school year to give an answer or that the question did not apply to the nursery school. Parents and carers are fulsome in their praise for the nursery, with many written positive comments, such as: 'My child is thriving here since joining and loves it. He has made new friends and I believe the teachers really help the children to succeed and prepare them well for primary school' and 'Just had my first parent meeting with my daughter's key worker and I was blown away by how much she knew her already and had spotted the same areas as me for supporting my child. Outstanding!' A few parents and carers stated that they would like more information on the daily activities that their children undertake in order to help them at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Purley 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 63 completed questionnaires by the end of the on-site inspection. In total, there are 96 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	76	15	24	0	0	0	0
The school keeps my child safe	48	76	15	24	0	0	0	0
My school informs me about my child's progress	26	41	32	51	2	3	0	0
My child is making enough progress at this school	31	49	29	46	1	2	0	0
The teaching is good at this school	38	60	21	33	0	0	0	0
The school helps me to support my child's learning	31	49	28	44	0	0	0	0
The school helps my child to have a healthy lifestyle	38	60	24	38	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)	24	38	27	43	0	0	0	0
The school meets my child's particular needs	32	51	27	43	1	2	0	0
The school deals effectively with unacceptable behaviour	28	44	22	35	0	0	0	0
The school takes account of my suggestions and concerns	31	49	23	37	2	3	0	0
The school is led and managed effectively	40	63	20	32	0	0	0	0
Overall, I am happy with my child's experience at this school	46	73	17	27	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 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	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 pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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 pupils 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 pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



12 November 2010

Dear Children

Inspection of Purley Nursery School, Purley CR8 2NE

I really enjoyed meeting you and seeing you learning and playing in your nursery. I am really pleased to tell you that you go to a good nursery school. There were many really lovely things that I saw and here are a few of them.

- You make good progress in your learning.
- You enjoy playing with your friends and helping each other.
- When you choose to do things on your own you really stick at what you are doing until it is finished, such as a painting or model.
- The adults look after you well.
- You know how to be safe in both the indoor and outdoor areas and you are very good at helping at tidy-up time.
- Your parents and carers are very happy with all the things the nursery gives you to do.

Although the nursery is good, I have asked your headteacher and other adults to do two things in order to make it even better.

- Make sure that they check up on how well you are doing in all the things that you learn.
- Make sure that adults ask you questions to make you think harder about what you learn.

I know that you will continue to enjoy your time at nursery and have lots of fun and good times with all your friends.

Yours sincerely

David Curtis

Lead inspector

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