

# Sumner Nursery School

## Inspection report

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<b>Unique Reference Number</b>	100768
<b>Local Authority</b>	Southwark
<b>Inspection number</b>	354887
<b>Inspection dates</b>	1–2 December 2010
<b>Reporting inspector</b>	Denise Morris

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Oliver Kempton
<b>Headteacher</b>	Georgie McCall
<b>Date of previous school inspection</b>	8 February 2007
<b>School address</b>	The Ann Bernadt Early Years Centre London SE15 6DT
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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed teaching and learning in ten lessons and observed five teachers and five nursery nurses. Meetings were held with leaders, members of the governing body and some teachers. A few parents were spoken to in the playground and the school hall. Inspectors observed the school's work and looked at school policies and planning documents including for safeguarding children, children's records of achievement and school assessment data. The inspection questionnaires were responded to by 30 parents. The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

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- Improvement in children's mathematical development since the last inspection.
- The effectiveness of leadership and management in monitoring the work of the school.

## Information about the school

Sumner Nursery School caters for children from many different ethnic origins with the largest number from Nigerian backgrounds. Most children are bilingual and over 23 different languages are spoken by families. A high proportion of children have special educational needs and/or disabilities. This includes children with speech and language difficulties and/or severe learning difficulties. The school has recently merged with another local nursery and as a result the number of children at the school has increased. There is provision for 24 children at the before- and after-school childcare which is managed by the governing body and was part of this inspection. The nursery shares the site with a children's centre, managed by the governing body, which caters for children from 0 to 3 years old and is being inspected separately.

**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

This is a good nursery school. It has maintained its good practice since the last inspection. Children get off to a good start to their education and quickly become confident learners. They enjoy school and participate with enthusiasm in the wide range of activities offered. This is demonstrated by the many favourable comments made by parents. 'My child absolutely loves the nursery' wrote one parent. Another commented that 'the environment is very friendly and stimulating'. Despite this, not all children come to school as often as they could and several arrive late. Children achieve well during their time at the nursery so that they attain skills and understanding that are in line with national expectations by the time they leave. Their skills in mathematical development have improved because of an increased focus on developing their understanding and use of numbers. This was evident in a session in which a group of four-year-old children worked with the teacher to identify how many dots were on the dice during a game. They were able to count to six accurately and quickly matched the number on their dice to the same number of objects. Effective questioning by the teacher enabled this group to make good progress. However, despite overall good teaching, follow-up questions are not always asked, especially of more-able children. Hence, there are some missed opportunities for stimulating greater thought and enquiry so that children widen their knowledge and understanding.

Children's spiritual, moral, social and cultural development is good and is clearly evident in the way that they happily work and play with those from different backgrounds and cultures. Children value the outstanding outdoor area. Although it was snowing during the inspection staff made every effort to create valuable experiences for those playing outdoors. Children had enormous fun as they slid down the slide to land on a small toboggan that then skimmed across the snow. Children eagerly pulled on their boots and put on their cold weather clothes to take part.

Effective leadership and management are the key to the school's success. The headteacher provides strong leadership and direction. She is well supported by other senior staff, who are working tirelessly to maintain the good provision while also developing the on-site children's centre. There is a common sense of purpose and accurate self-evaluation ensures that leaders are well informed about the school's strengths and areas for improvement. The governing body is supportive and governors are regular and helpful visitors. However, many governors are new and their monitoring roles are not fully developed. There has been good improvement since the last inspection, particularly in children's mathematical development. As a result, the school has a good capacity to continue improving.

## What does the school need to do to improve further?

- Develop children's enquiry skills, particularly for the more able, by:

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- improving the quality of adults' questioning techniques
- ensuring that children have enough time to think carefully and explore their answers
- providing opportunities for leaders, including governors, to monitor the impact of actions.
- Encourage children to come to school regularly and on time by:
  - working closely with parents and carers
  - involving governors more fully in monitoring attendance and punctuality.

**Outcomes for individuals and groups of children****2**

Children achieve well during their time in the nursery. From often low starting points most children reach expected levels for their age by the time they leave. Progress is particularly good in mathematical development. Skills such as counting are well developed because mathematical work is effectively integrated into daily activities. Those with special educational needs and/or disabilities and those who speak English as an additional language also achieve well. For example, in one session good extension was evident as an adult followed a child's lead in play activities with cars. The child ran the cars along a track and down a slope. The teacher watched and extended his understanding and language by asking: 'What will happen if you put something in front of the car?' The child tried this out and smiled as he moved the obstacle out of the way. Occasionally, the skills of the more able children are not fully extended through questions or by encouraging them to solve simple problems. Opportunities to focus children sharply enough on a particular learning point are sometimes missed. In another session, two children were using a computer program to dress a character in snow clothes. They were able to put on the trousers, jacket and boots by dragging them with the mouse and dropping them accurately. The adult observed the activity and pointing at the hat asked: 'What about the hat?' rather than extending their thinking skills by asking a more open question.

Children say that they feel safe at school. They also make good progress in social and emotional development and in aspects of literacy because there are good opportunities for speaking and listening and developing early reading and writing skills. Children quickly learn to take turns and are polite and kind to one another. Lunch for the full-time children offers good opportunities to practise social skills at the dinner table and learn about healthy eating. Many help to lay the tables, for example, and regularly help to tidy up, preparing them well for their futures.

Children behave well and play happily together. They contribute well to the school and to their community. As they get older many take on simple responsibilities that have a favourable impact on the provision and on their own future well-being. For example, a group of four-year-olds recently visited another setting to look at 'block play' in the outdoor provision. As a result, they drew their own designs for a new outdoor shelter explaining clearly what they wanted. They show a growing awareness of different languages and cultures. An example of how the school is working to promote inclusion is evident in the way it encourages parents to come and read stories in their own languages. A Turkish parent, for example, read to a group of children Turkish and shared one of her own traditional stories.

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*These are the grades for children's outcomes*

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

<sup>1</sup> 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?

Teaching is mostly good. Relationships are strong and children always have someone that they can talk to. Adults regularly record children's successes. Records of achievement for each child show many examples of past good work. Photographs are used very well to promote language skills. For example, one boy who spoke limited English was looking through his 'special book' with the teacher. He spotted a picture of himself playing with an aeroplane. He pointed to it excitedly saying 'look, aeroplane'. Occasionally, there are missed opportunities to extend children's understanding further. The flexible approach to the curriculum means that children have lots of opportunities to make choices and decisions about their own learning. They can choose where they want to work and play and benefit from a broad range of exciting and often vibrant activities that contribute well to their achievements. The high-quality outdoor area provides a very valuable contribution, particularly to boys' learning and to children's good physical development. Exciting opportunities to dig, build, climb, swing, and chase each other promote healthy lifestyles.

Good provision for children with special educational needs and/or disabilities, which includes clear and specific targets and some innovative approaches to help them achieve

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their goals, means they make good progress. The school has responded well to the increasing numbers of children learning English as an additional language by using visual resources to support communication. Good quality care, guidance and support ensure that children are well looked after and that their needs are effectively met. An outreach support worker helps to engage families in their children's learning and welfare arrangements are effective. The school is working hard to improve attendance which is average. Children in the before- and after-school clubs are willing to take part in activities and there are appropriate measures in place to promote their health and well-being.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

The headteacher has a clear vision for the future of the school. She has embedded her ambition by developing a strong and committed senior team that is working rigorously to improve provision and outcomes. Teamwork among staff is effective. High expectations, regular monitoring by school staff and the sharing of good practice are key features of leadership. Self-evaluation is regular and effective, resulting in a clear picture of the school's strengths and areas for improvement. Changes to developing pupils' mathematical skills since the last inspection, for example, show that leaders take positive action to embed improvements and bring about any needed changes. The governing body is well informed about the school's performance. Members value the quality of leadership that senior staff provide. Their statutory duties are met effectively and they provide considerable personal support to the leadership team. However, because many members of the governing body are new to their roles, they are just beginning to be 'critical friends'; the level of challenge and monitoring that they provide is satisfactory and they are beginning to play a part in driving the school forward. They have worked closely with senior staff to develop a good strategy for community cohesion. There are strong partnerships with parents, the children's centre and local schools. Links further afield, such as with schools in Africa and India, are productive in helping children understand the many different faiths and cultures encompassed by children at the school. Strong promotion of equality is evident in the school's work and in the way that the school works with parents who speak little or no English. Leaders strive to incorporate all groups of parents and children into school life and seek to eliminate any discrimination rigorously. Safeguarding procedures are good and fully meet current government guidelines. Procedures to keep children safe in the before- and after-school club are good. The school site is safe and secure.

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*These are the grades for leadership and management*

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

## Views of parents and carers

Parents are pleased with the school. All of the parents who responded to the inspection questionnaires said that they were happy with their child's experience at the school. They all said that their child enjoys school and that the school keeps them safe and secure. 'Both of my children have thrived at the school, loving their teachers and the wide range of activities available. The school seems to have just the right balance of structured time and freedom to play' is a typical comment from several parents. A few parents would like more support in helping their child at home and a few do not feel that leaders provide enough information about what is going on at the school. Inspection evidence found that there are regular sessions when parents can talk to teachers about their child's learning and that regular newsletters are provided for parents and carers.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Sumner 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 92 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	87	4	13	0	0	0	0
The school keeps my child safe	20	67	9	30	0	0	0	0
My school informs me about my child's progress	18	60	11	37	1	3	0	0
My child is making enough progress at this school	19	63	10	33	1	3	0	0
The teaching is good at this school	19	63	9	30	1	3	0	0
The school helps me to support my child's learning	17	57	11	37	2	7	0	0
The school helps my child to have a healthy lifestyle	19	63	8	27	1	3	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)	19	63	8	27	1	3	0	0
The school meets my child's particular needs	15	50	14	47	1	3	0	0
The school deals effectively with unacceptable behaviour	15	50	13	43	0	0	0	0
The school takes account of my suggestions and concerns	18	60	10	33	1	3	0	0
The school is led and managed effectively	20	67	5	17	2	7	1	3
Overall, I am happy with my child's experience at this school	24	80	6	20	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



3 December 2010



Dear Children



### **Inspection of Sumner Nursery School, Southwark SE15 6DT**



Thank you for talking to us when we visited your school recently. Here are some of the things we found out about your school.



- Your school gives you a good start to your education.
- You enjoy school.
- You behave well and you keep fit and healthy.
- You enjoy all your activities.
- Your teachers give you lots of exciting toys and things to do.
- You really like playing in your lovely outdoor area.
- Leaders of your school look after you and keep you safe. You told us that feel safe.



We are asking your school leaders to improve two things to help you do even better. You could help with these by making sure you all come to school as often as you can and try to arrive on time.

- To make sure that adults ask lots of questions so that you have to think carefully about your learning.
- To work with your parents and carers to help you come to school as often as you can and so that you get used to arriving on time.



Thank you again for your help.



Yours sincerely



Denise Morris  
Lead inspector

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