

# Woodlands Park Nursery School and Children's Centre

## Inspection report

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<b>Unique Reference Number</b>	102073
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	355123
<b>Inspection dates</b>	7–8 December 2010
<b>Reporting inspector</b>	David Shepherd

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>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	65
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Daisy Heath
<b>Headteacher</b>	Peter Catling
<b>Date of previous school inspection</b>	16 September 2009
<b>School address</b>	Woodlands Park Road Tottenham London N15 3SD
<b>Telephone number</b>	020 8802 0041
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<b>Email address</b>	admin@woodlandspark-nur.haringey.sch.uk

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## Introduction

This inspection was carried out by two additional inspectors. Inspectors observed six lessons and four staff in the Nursery. Meetings were held with senior staff, two groups of children and two governors, including the Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 60 parents and carers and 21 staff were received and analysed.

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

- Whether children are making good progress in communication, language and literacy and mathematics.
- Whether teaching and assessment practices are consistent.
- How effectively senior staff analyse data and evaluate provision.
- Whether statutory requirements for maintaining and recording information from staff vetting procedures are met.

## Information about the school

Woodlands Park Nursery School and Children's Centre draws its children from a diverse range of cultural and social backgrounds. Approximately two thirds of children come from minority ethnic groups. The largest groups are from African-Caribbean, Turkish, Kurdish and Somali heritages. Twenty-two different languages are spoken. About one third of children are at the early stages of learning English as an additional language. About one tenth of children have special educational needs and/or disabilities. Their main needs are speech, language and communication difficulties and physical disabilities. The school has gained an International School award at intermediate level and an Eco Schools Silver award. In its last inspection the school was given a notice to improve because it failed to meet statutory requirements for safeguarding.

Woodlands Park offers a range of services to parents and carers and the wider community in partnership with other agencies to fulfil its role as a children's centre. These include family support, community support and health services. Separate inspections of the children's centre, day care and before- and after-school provision have been undertaken this term.

**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

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. The school has improved significantly since it was given notice to improve at its last inspection. It now meets statutory requirements for safeguarding children by recording and maintaining the required information from staff vetting procedures.

The care, guidance and support children receive at Woodlands Park Nursery School are outstanding. As a result, children feel extremely safe, lead healthy lifestyles, make good progress in their learning and play a significant part in enabling the Nursery to run very smoothly. Their knowledge and understanding of a wide variety of cultures are exceptional for their age. This is because of the excellent and innovative ways in which the nursery welcomes and encourages parents and carers and partners in the wider community to become involved in demonstrating aspects of their different cultures during the school day and at special events. The school's engagement with parents and carers is outstanding.

Children start in the Nursery with skills and abilities that are below those expected for their age, particularly in communication, language and literacy and in calculation. Children make good progress in all areas. They reach the expected levels overall when they leave, although their attainment in reading, writing and calculation remains below those levels. Children with special educational needs and/or disabilities and those learning to speak English as an additional language make good progress. However, although making good progress overall, more able children do not always reach the levels they should because some activities set for them are not matched well enough to their abilities.

Good teaching that takes into account children's interests enables them to grow in confidence and make good progress. Staff carry out detailed observations of children's learning and these help to form a useful picture of their development. However, some observations are too descriptive and not analytical enough. This makes it difficult for staff to use this information in their planning. Children are offered wide and varied activities inside and outside that cater for their needs and interests. They have good opportunities to choose their own activities.

The headteacher has a clear vision for the nursery, which is shared by the deputy headteacher and senior staff. Together, they form a strong team. Self-evaluation is accurate. This, along with the good progress made since its last inspection, good teaching and the good progress that children make shows there is good capacity to improve further. As one parent wrote, 'I feel the Nursery is very well managed indeed, with clear and friendly communication to parents.' This view was typical of many other comments made by parents and carers.

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

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

- Raise attainment of more able children in reading, writing and calculation by April 2011 by consistently setting activities for them that are matched appropriately to their needs.
- By April 2011, through observations, analyse the strengths and areas for development in children's learning to enable their next steps to be included in teachers' planning.

## Outcomes for individuals and groups of children

2

Children who have attended the children's centre for up to two years before beginning in the Nursery start at higher levels overall than those joining for the first time at the beginning of the school year. The reason why attainment is lower in reading, writing and calculation is because a considerable proportion of children are learning to speak English as an additional language and their skills in these areas have not developed sufficiently by the time they leave. This is the reason why children's development of skills to help them in the future is judged satisfactory. Nevertheless, from their varied starting points, all children, including those with special educational needs and/or disabilities, make good progress overall and achieve well. Children play well in activities designed to stimulate their imagination as well as to promote their social and moral development effectively. Relationships between key workers and children are excellent. The impact is that these relationships encourage children to respond readily to their key workers and behave well. Children's personal, social and emotional development is consequently a strength of the Nursery.

Regardless of the cold weather, children enjoyed the different activities that were prepared for them outside. The group that ran to cards numbered 1 to 10 were fully engaged in counting and jumping the number on the card. Children also played enthusiastically in the sand area that was converted into a construction site to enable them to design their own building. They talk positively about planting fruit and vegetables in the gardening club. Children's knowledge and understanding of the world is developed effectively through activities such as designing buildings and planting.

Children have an outstanding awareness of how to keep themselves safe and healthy. A group of children spoke at length about what to do if someone hurt them. Their responses indicated that they felt very safe in the Nursery. Another group were able to identify foods that were healthy and those that were not. They listed a range of physical activities they do, such as walking, riding bikes or performing star jumps, to help them keep healthy. Their good behaviour and contributions to tidying up indicate they make an outstanding contribution to the smooth running of the Nursery. The Eco-Schools award helps children to understand the importance of recycling and acting responsibly to the environment. The children's spiritual, moral, social and cultural development is outstanding. They play effectively with their friends from different backgrounds and are developing a good understanding of right and wrong.

The attendance of children who attend the Nursery full time is good, whereas that of children who attend for half days during the mornings or afternoons is satisfactory.

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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>	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
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>2</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>3</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>1</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?

The wide range of interesting activities that are planned help develop children's skills and abilities well. These include visitors to the school, such as musicians from different cultures, and visits to places of interest, such as the shop, cafe and the seaside. The well-stocked home room is popular with children as they role-play cooking in the kitchen, eating a meal and going to bed; the wooden rail track is a favourite as well. An appropriate balance between activities led by adults or initiated by the children is provided, with children having good opportunities to undertake activities outside in the fresh air. Sessions led by adults provide good opportunities to develop children's skills in number, reading and writing.

Teachers are skilled in asking questions that children understand. This helps children to engage in the lesson and make good progress. Planning is of a high standard and includes all six areas of learning for activities inside and outdoors. Specific children are identified in the planning, which includes learning objectives for each activity. However, more able children are not taught together as a group often enough and this hold back their attainment in reading, writing and calculation. Teachers lead the focus groups in communication, language and literacy and mathematical development. This ensures that all children receive skilled teaching in these areas. Teaching by teaching assistants is often good, although their level of questioning is not as skilful as that of the teachers.

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Assessment is good overall but at times it is too descriptive and not evaluative enough. This means that some assessments cannot easily be used in subsequent planning.

The level of care, guidance and support is outstanding. Key workers know and relate to their children and their parents and carers very well indeed. One parent wrote, `This Nursery is fantastic ??? my child feels very safe and supported and I am confident that he is safe. His learning is very well supported, with the staff team all clearly dedicated to meeting his particular needs.??? The school???'s work with families, children and a range of agencies to sustain the learning and well-being of children facing challenging circumstances is particularly effective. One parent echoed this sentiment, `Our child has profound and multiple learning difficulties and the inclusive and unbelievably professional attitude of all staff here have had a lasting and invaluable effect on our family life.???

*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>1</b>

## How effective are leadership and management?

The Nursery is led and managed effectively. Senior leaders are an effective team who work well together. The Nursery places the partnership with parents and carers and the local community at the heart of all its work. This results in children settling in quickly and making good progress in their learning. Senior leaders galvanise the enthusiasm and commitment of staff and channel these to good effect. Morale is very high. Teaching and provision are monitored and evaluated regularly and appropriate steps taken to improve these further. Monitoring activities are sometimes too cumbersome, but the points for development are accurate. Senior staff are improving their skills in analysing data from the newly introduced data tracking system.

Governors are very supportive and show high levels of commitment to the school. They provide a good level of challenge that contributes to improvements. Safeguarding procedures have improved and now meet current requirements. The outstanding relationship with parents and carers begins with home visits by staff. Parents and carers are kept informed about what their children are learning and they are asked regularly to make suggestions about their children???'s interests so that these can be included in the planning. Excellent links with the family support worker, the community services coordinator, various health professionals, the local authority and the Creative Partnership bring in expertise that supports the personal development and well-being of children effectively.

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The school promotes equality of opportunity and tackles discrimination well. It uses its knowledge of each child's individual needs and interests extremely well to secure this. Community cohesion is outstanding and is reflected in the International Schools award. The excellent links with parents and carers and the local community promote children's knowledge and understanding of their local, national and international communities extremely effectively. There are very good links between the children in the gardening club and people living nearby in sheltered accommodation. Residents stop and watch the children planting fruit and vegetables as well as offering advice to help the children make the plants grow more quickly. This is an excellent example of forging links with community groups.

*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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</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>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

A high proportion of parents and carers returned questionnaires. In addition, there were written comments from 20 parents and carers. Nearly all of these responses were very positive and supportive of the school. Parents and carers speak highly about the care provided by the Nursery and how well their children's needs are met. They leave their children at the Nursery with every confidence that they are safe. One parent wrote, 'I think the Nursery is wonderful. The staff engage brilliantly with all the children and support them individually very well. My child feels safe and really enjoys coming here.' Such positive comments were shared by other parents and carers.



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

Ofsted invited all the registered parents and carers of children registered at Woodlands Park 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 65 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	63	22	37	0	0	0	0
The school keeps my child safe	42	70	15	25	1	2	0	0
My school informs me about my child's progress	37	62	21	35	2	3	0	0
My child is making enough progress at this school	35	58	24	40	1	2	0	0
The teaching is good at this school	35	58	24	40	1	2	0	0
The school helps me to support my child's learning	32	53	26	43	1	2	0	0
The school helps my child to have a healthy lifestyle	41	68	16	27	1	2	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)	37	62	16	27	1	2	0	0
The school meets my child's particular needs	34	57	23	38	2	3	0	0
The school deals effectively with unacceptable behaviour	28	47	31	52	0	0	0	0
The school takes account of my suggestions and concerns	30	50	26	43	3	5	0	0
The school is led and managed effectively	40	67	19	32	1	2	0	0
Overall, I am happy with my child's experience at this school	42	70	17	28	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.**



9 December 2010

Dear Children

**Inspection of Woodlands Park Nursery School and Children's Centre, London N15 3SD**

Thank you for making us so welcome when we visited your Nursery recently. We enjoyed meeting you and talking to you about what you are learning. You told us how much you enjoyed being in the Nursery and the exciting things that you do. We think you go to a good Nursery. There are a number of good things about your Nursery that we really liked.

- You are very happy and like coming to your Nursery.
- The good teaching helps you to make good progress during your time in the Nursery.
- You like your key workers and play well with each other.
- You have an excellent understanding of how to stay safe and healthy.
- You like playing outside even though it was so cold. I liked the way you counted numbers as you jumped up in the air.
- Your key workers look after you well and arrange many different activities for you to try out.
- You receive excellent care in your Nursery.

We have asked your headteacher, key workers and the governing body to do two things to make your Nursery even better.

- Help those of you who are ready to do so to read, write and calculate better by making sure your work makes you think more.
- Use the observations adults make of your activities to help plan the next steps in your learning.

You can all help by continuing to listen carefully to your key workers.

Yours sincerely

David Shepherd

Lead inspector

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