

Grove House Children Centre

Inspection report

Unique Reference Number	101860
Local Authority	Ealing
Inspection number	355081
Inspection dates	13–14 January 2011
Reporting inspector	Susan Vale

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

Type of school	Nursery
School category	Maintained
Age range of pupils	0–5
Gender of pupils	Mixed
Number of pupils on the school roll	145
Appropriate authority	The governing body
Chair	Cllr Diana Pagan
Headteacher	Himisha Patel
Date of previous school inspection	26 June 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning in 10 lessons and parts of lessons and all teachers and support staff were seen. Children were observed at play, working on activities, during snack times and at lunchtimes. Children were also observed working in small groups and with one-to-one support, particularly those with special educational needs and/or disabilities and those new to learning English.

Meetings were held with the headteacher, deputy headteacher, teacher-in-charge of children new to learning English and with others. Discussions were held with the vice-chair of the Governing Body. Inspectors observed the school's work, and looked at school documents including safeguarding, the school improvement 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 67 questionnaires from parents and carers and two staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well assessment and progress and tracking systems, such as individual portfolios, are used to help raise children's attainment and progress.
- The provision for children who are new to learning English.
- Whether the Nursery has maintained its high standards since the previous inspection.

Information about the school

This is an average-sized Nursery school which is part of a children's centre. It provides day care for children from 8am to 6pm throughout the year. Almost all of the children are from a wide range of ethnic minority backgrounds and more than four fifths are new to learning English. The main languages spoken, other than English, are Panjabi and Tamil. The number of children identified with special educational needs and/or learning difficulties is broadly average; the main needs relate to speech and language difficulties. The school has gained the National Healthy Schools Status.

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?

1

The school's capacity for sustained improvement

1

Main findings

Grove House Nursery School provides an outstanding start to children's education. It has maintained and improved upon the high standards it demonstrated during its previous inspection. The Nursery lives up to its mission statement of providing a happy and welcoming environment where everyone is valued and cultural diversity is celebrated. ♦

There are excellent links with children's families who are supported from the moment the children are first visited at home. Parents are very positive in their views about the Nursery. As one parent commented, 'This centre is absolutely brilliant and we as a family feel privileged to be part of it.' ♦ It is therefore disappointing that the issue of improving attendance from the previous inspection still needs to be addressed. The Nursery has implemented a number of new strategies such as calling on first day of absence and not authorising extended holidays. While recognising that the current families are not the same as at the time of the previous inspection, attendance is still low.

The spiritual, moral, social, and in particular cultural development, of the children is excellent. Children's behaviour is outstanding. Healthy lifestyles are adopted well and children participate in lots of physical activities throughout the day. Some enjoy the healthy lunch provided and the challenges of the excellent outdoor learning environment.

Teaching overall is outstanding. Excellent features include the way all staff engage and motivate children in their learning through their exemplary, correct use of language. This really enhances children's learning of English, particularly for those who are learning English as an additional language. This is supported by an outstanding curriculum which is exciting, relevant and follows children's individual interests and needs. There are detailed assessment procedures in place which help to ensure that all children make at least, and often more than, expected progress in their learning and in developing new skills. Children are cared for very well and benefit from excellent guidance and support.

Leaders and managers are outstanding in their drive for excellence. Governors are very supportive and hold the school to account well. Self-evaluation by the Nursery is mainly accurate but on occasions rather harsh on itself, as it strives to maintain high standards. The Nursery offers excellent value for money. Consequently, the school clearly demonstrates that it has outstanding capacity to sustain the continuous excellent rate of improvement evident since its previous inspection.

What does the school need to do to improve further?

- Raise attendance through raising parents' and carers' awareness of the positive impact that regular attendance has on their children's learning.

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Outcomes for individuals and groups of children

1

Children make outstanding progress in all aspects of their learning, but it is particularly strong in communication and language skills and their personal, social and emotional development. There are no major differences in the progress made by girls and boys or between different groups of children. They respond extremely well to their teachers' active encouragement to become confident and independent learners right from their first experiences at Nursery in the infant and toddlers group. This was seen when children in the outdoor role-play area were developing their speaking and listening skills by making appointments and going to the hairdressers. Equally outstanding independence of learning was seen when children were again outside sharing bikes. They were working out how to use the large timers to see how long they had left of their turn before letting someone else have their go. Children show great maturity in the way that they sustain their concentration when working out solutions to problems such as working on the computers or making their own books about the very hungry caterpillar.

This independence of thought and concentrated engagement in problem-solving is a major contributor to children making such outstanding progress in their learning and why they achieve so highly. The large numbers of children who are new to learning English as an additional language make similar outstanding progress to their peers due to consistently excellent role modelling of language by all adults.

Behaviour is excellent. Children feel safe and secure and this helps them grow in confidence to try out new things. They are highly motivated, keen and engaged learners. Consequently, the spiritual, moral and social aspect of the children's development is also outstanding. They are actively involved in making decisions for themselves about what they want to play with and what their interests are, all of which enhances their progress.

The majority of children arrive with skills that are below the levels expected for their age, particularly in communication, language and literacy and in personal, social and emotional development. The few children at the Nursery who are identified with specific learning needs, mainly for speech and language, are supported and provided for very well. Consequently, because of outstanding teaching children make at least good and often better than expected progress in their learning. Consequently, they achieve exceptionally well and attain above average skills for their age.

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

These are the grades for children's outcomes

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

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 outstanding. ♦ 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. Adults ensure that planned activities are such that they really challenge and develop individual children's interests and enhance their acquisition of language. This is particularly pertinent for those who are new to learning English. This was seen in an outstanding session where children were enhancing their language skills through making up a story which related to the music they were listening to. Children's interest and imagination were totally captivated by this activity and they made outstanding progress in their learning. Here adults were good role models of language in order to develop children's vocabulary and understanding, often repeating what the children's suggestions were and moving them on in their thought processes.

The assessment of children's knowledge, skills and understanding is regularly undertaken. The introduction of individualised portfolios has been successful and some are extremely well compiled. The care and support children receive is excellent, and relationships with extended families, parents and carers are also excellent.

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

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Partnership with parents and carers is outstanding. Good communication between home and school begins when children are first visited at home before they start at Nursery. ♦ Community cohesion in relation to the nursery community is excellent, and children are fortunate to come from such a diversity of cultures and they regularly see how people live in other parts of the world. An area for further development is their knowledge and understanding of other parts of Great Britain. ♦ The Nursery has a strong and effective commitment to ensuring that all children have an equal opportunity to thrive at Nursery. 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 eager to seek further improvements and self-review and evaluation are good. Governance is good and governors 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 very good links with a variety of other agencies supporting children and their families.

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

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These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Over half of the parents and carers returned the questionnaire, although there were very few written comments. All of those who did so were overwhelmingly positive about the Nursery with only one or two areas that they felt could be improved. One family brought to the inspectors' attention what they believed to be the Nursery policy on trips; that only children accompanied by a parent or carer could go. Inspectors discussed this concern with the Nursery, which says that this is not the case. All children are able to go with a member of staff if they can not have a family member or carer with them.

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.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	69	21	31	0	0	0	0
The school keeps my child safe	41	61	26	39	0	0	0	0
My school informs me about my child's progress	45	67	22	33	0	0	0	0
My child is making enough progress at this school	40	60	23	34	2	3	0	0
The teaching is good at this school	42	63	25	37	0	0	0	0
The school helps me to support my child's learning	41	61	24	36	2	3	0	0
The school helps my child to have a healthy lifestyle	34	51	30	45	1	1	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)	31	46	29	43	2	3	0	0
The school meets my child's particular needs	31	46	33	49	1	1	0	0
The school deals effectively with unacceptable behaviour	33	49	30	45	1	1	0	0
The school takes account of my suggestions and concerns	32	48	28	42	2	3	0	0
The school is led and managed effectively	34	51	28	42	1	1	0	0
Overall, I am happy with my child's experience at this school	40	60	27	40	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



Dear Children

Inspection of Grove House Nursery School, Southall, Ealing UB1 2JG

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 and I enjoyed joining in playing with the construction toys and being outside kicking and catching the balls.

You are very fortunate as you go to an outstanding Nursery. ♦

- Your parents are very pleased with your Nursery.
- There are outstanding links between your Nursery and your home and with your parents and carers.
- 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.
- You are really keen and enthusiastic learners and all of you were willing to try out new things and to have a go!
- You are very fortunate to have such a wonderful outdoor area to play and learn in.
- Teaching really supports you in helping you to develop your skills and knowledge and understanding, particularly of the world around you.
- Most of you behave very well.

I hope that you continue to enjoy the fun things that there are to do. Some of you sadly do not come to Nursery regularly enough. We have asked the governors and the Nursery to encourage more of you to try and attend every day because there are so many lovely things for you to do and to learn.

Yours sincerely

Sue Vale

Lead inspector

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