

# Pembury House Nursery School

## Inspection report

---

<b>Unique Reference Number</b>	102071
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	355122
<b>Inspection dates</b>	7–8 March 2011
<b>Reporting inspector</b>	Susan Vale

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

---

<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	106
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Mansfield
<b>Headteacher</b>	Ms V Buckett
<b>Date of previous school inspection</b>	26 September 2007
<b>School address</b>	Lansdowne Road Haringey N17 9XE
<b>Telephone number</b>	020 8801 9914
<b>Fax number</b>	020 8885 3714
<b>Email address</b>	admin@pemburyhouse.haringey.sch.uk

---

<b>Age group</b>	3–4
<b>Inspection dates</b>	7–8 March 2011
<b>Inspection number</b>	355122

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by two additional inspectors. They observed eight lessons involving three teachers and several support staff. The inspectors held meetings with the headteacher, the teacher in charge of assessment and the Chair of the Governing Body, and observed children working in small groups and with one-to-one support, as well as at play. Inspectors observed the school's work, and looked at school documents, including the school development plan, tracking information, policies and procedures, governing body minutes and individual children's 'special books' for evidence of progress. In addition, inspectors took into account 64 questionnaires completed by parents and carers and those completed by 13 staff.

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 are used to help raise children's attainment and progress.
- The provision for children who are in the early stages of learning English or who speak English as an additional language and those with special educational needs and/or disabilities.

## Information about the school

This is an average-sized Nursery school. As well as providing nursery education for 70 full-time equivalent children aged between three and four years of age, it offers a wide range of services to families in the local community. This includes, on another site, extended day care from birth to three years. This provision did not form part of this inspection. Over 80% of the children are from a wide range of minority ethnic backgrounds and are in the early stages of learning English or speak English as an additional language. Other than English, the main languages spoken are Turkish, Kurdish and Polish. A small number of children have special educational needs and/or disabilities, mainly related to speech and language difficulties. The Nursery provides a breakfast club and 'stay and play' sessions for children below three years of age.

**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

Pembury House Nursery is a good school. Children are very well known as individuals and they and their families are at the centre of all that the Nursery plans for and does. There are excellent links with children's families, who are supported right from when their children start in the 'stay and play' sessions. Many children then move into the pre-school (known as Little Pembury) before transferring to the Nursery. Parents and carers are very positive in their views about the Nursery. As one parent commented, 'Teachers are wonderful, always ready to listen to what I have to say.' ♦

Children start Nursery with a wide range of skills and experiences, although increasing numbers are in the early stages of learning English or speak English as an additional language. They achieve well and make good progress overall in developing a range of skills as well as knowledge and understanding about the world in which they live. In some areas of learning, such as communication, language and literacy and in creative and physical development, many children make even better progress and exceed the levels expected for their age by the end of their time in the Nursery. There is no significant variation in the achievement of different groups.

Children's behaviour is good and staff deal well with those who find it more difficult to behave well. Their spiritual, moral, social and cultural development is outstanding. Children are well aware of what constitutes right and wrong behaviour, seen in their use of timers to wait for their turn to have a go on the bikes, and their keenness to support and correct each other. Real interest in learning was evident as children moved around the Nursery taking pictures of their day for their work with the 'artist in residence'. Children get on well together and the Nursery is a harmonious place to be, resulting in excellent equality of opportunity for all. The Nursery is more rigorous in monitoring attendance than at the time of the last inspection. As a result, attendance has risen, but it remains broadly average because the attendance of children from some families is poor. Mobility plays a part in poor attendance, as families in temporary housing are rehoused out of the area.

Children clearly feel safe and secure in their surroundings as they try out new activities. They adopt healthy lifestyles well and children join in several physical activities throughout the day. For example, some good balancing on challenging apparatus was seen amongst a group of children playing outside. Good provision exists for children with special educational needs and/or disabilities and parents and carers are actively encouraged to seek help and support from the Nursery. Speech and language development is given high priority and this also supports those children who are in the early stages of learning English or speak English as an additional language. Classes in English for speakers of other languages (ESOL) are held for parents and carers, and a number of different workshops and activities support parents' and carers' language development so that they, in turn, can support that of their children.

**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

Teaching is consistently good. Effective aspects include the way some staff model good language in order to support the development of speaking and listening skills. The assessment of what children know, understand and can do, and the tracking of their progress have greatly improved since the last inspection and are now good. The Nursery is aware that it is time to refine and reflect on how they gather and use the information they have in order to make it more accessible for all. The curriculum is outstanding and particularly strong in creativity. 'Artists in residence' and specific work related to photography enhance the learning and the progress that children make. ♦

Leaders and managers are outstanding in inspiring the school community to share a strong sense of purpose with the needs of children at its heart. The governing body gives good support and challenge, and acts constructively to hold the school to account for its performance. Good and accurate self-review, a critical reflective eye and the forward thinking of the leadership team in developing an outstanding curriculum are ensuring that the Nursery has good capacity to sustain improvement.

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

- Refine the tracking and assessment procedures so that all information is easily accessible for both teachers and parents.
- Raise attendance through increasing parents' and carers' awareness of the positive impact that regular attendance has on their children's learning.

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

In some aspects, such as communication, language and literacy and creative and physical development, children make rapid progress. This is particularly strong for those children who are learning English as an additional language. Children are keen and enthusiastic learners and they respond extremely well to the outstanding creative curriculum on offer. Overall, they achieve well. They made good progress when mark-making on the interactive whiteboards, and then transferring the skills they had learnt into making shopping lists. They are confident and happy learners, whether working in small support groups, specifically created to support those with additional language needs, to learn specific letters and sounds, such as 'p' for potato, or creating their own role-play activities, for example, by building houses out of big blocks or being 'super heroes' outside.

Children are clear in their understanding about what makes a healthy lifestyle, and independently dip in and out of the 'snack bar'. Those learning English as an additional language made particularly good progress when they were playing in the sand, because of effective intervention and the good modelling of language by adults. As a result, they really enhance their vocabulary and their speaking skills. Children who are in need of more specific support are guided very well by staff, who ensure that activities are adapted to their needs and that just the right amount of help is given. This approach allows the children to find things out for themselves.

Although there are children who present some challenging attitudes, staff deal with these challenges well. Children from a small number of families do not attend regularly. The Nursery recognises the need to encourage better attendance. On more than one occasion, children were seen trying to resolve problems on their own and also showing some determination to deal with others who were doing things they shouldn't! Children and staff

**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

alike genuinely appreciate the cultural diversity within the Nursery and all get on very well together, for example singing songs led by the children in their first language, including English, Turkish and Ibo.

*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	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>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>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 good teaching ensures that children make swift progress in their learning. Adults listen to the children and know their individual interests and abilities very well. Most adults are good role models of language, which helps to develop children's vocabulary and understanding well. This is of particular relevance for those children who are in the early stages of learning English or who speak English as an additional language. Links with the British Council through the Comenius project enable children to have contact with a school in Barcelona. Work with 'artists in residence', developing the creative curriculum and the outstanding links with the local community, including a joint project to improve and develop a piece of waste land, all support the outstanding curriculum. Consequently, these cross-curricular links have a positive impact on the good progress that children make in their learning so that they achieve well. Imaginative and effective use is made of resources, including new technology, to support learning.

**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

The assessment of children's knowledge, skills and understanding is regularly undertaken and is much improved since the last inspection. The children's progress is regularly tracked so that extra support can be provided as needed. Parents and carers are asked to contribute to their children's learning and are involved in reviewing what their children know, understand and can do. This has a positive effect on raising children's self-esteem and contributes strongly to the excellent involvement encouraged by the Nursery. All of this information, while it is good and relevant, is recorded in a variety of different places, and is not always easily accessible for either teachers or parents and carers. Insufficient focus has been placed on reviewing how all the information is collated and recorded.

The care and support children receive is outstanding, although more could be done to encourage regular attendance. Right from when they first come to 'stay and play' sessions, support is available, not just for the children but also for their families and carers. The breakfast club is greatly appreciated by parents and carers, and provides a welcoming and friendly start to the school day.

*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>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders and managers are very strong in developing a cohesive and united team that is always seeking the best for the children in their care. The staff are willing and eager to seek further improvements, and the processes of self-review and evaluation are excellent. Governance is good, and the governing body acts as an analytical partner with senior staff. Governors are in a good position to enhance their support still further. Leaders and managers are committed to driving the school forward and are ambitious for all the children in their care to succeed. Partnership with parents and carers and with those supporting learning and well-being is outstanding. Excellent communication between home and school begins when children first visit the Nursery, either as babies or as toddlers for 'stay and play' sessions. Parents' and carers' views and opinions are regularly sought and displayed in the Nursery. The Nursery is particularly successful in communicating with those families, parents and carers who are more vulnerable.

Community cohesion in the Nursery is outstanding, and this carries through to the links the Nursery encourages both within the local community and abroad. The diversity of cultures within the Nursery means that children regularly see how people live in other parts of the world. The Nursery has a strong and effective commitment to ensuring that all children have an equal opportunity to thrive and that there is no discrimination. Staff use

**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

their good knowledge of each child's individual needs and interests well to secure this, particularly for those children with special educational needs and/or disabilities and for those who speak English as an additional language. Current requirements in relation to safeguarding and child protection have been implemented in full. Risk assessments are clearly written to ensure the safety of children both in the Nursery and when they go out on visits.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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

Around two thirds of the parents and carers returned the questionnaires. All of those who did were overwhelmingly positive about the Nursery, although they made very few written comments. The one negative concern raised in one of the returns has already been addressed by the Nursery.



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

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 106 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	91	5	8	1	2	0	0
The school keeps my child safe	42	66	21	33	1	2	0	0
My school informs me about my child's progress	41	64	22	34	0	0	1	2
My child is making enough progress at this school	43	67	18	28	0	0	1	2
The teaching is good at this school	41	64	19	30	1	2	1	2
The school helps me to support my child's learning	40	63	23	36	1	2	0	0
The school helps my child to have a healthy lifestyle	38	59	25	39	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)	35	55	26	41	2	3	0	0
The school meets my child's particular needs	30	47	31	50	2	3	0	0
The school deals effectively with unacceptable behaviour	34	53	28	44	1	2	0	0
The school takes account of my suggestions and concerns	27	42	34	53	2	3	1	2
The school is led and managed effectively	34	53	25	39	1	2	1	2
Overall, I am happy with my child's experience at this school	47	73	15	23	2	3	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](http://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"><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.**



8 March 2011

Dear Children

**Inspection of Pembury House Nursery School, Haringey N17 9XZ**

It was lovely to meet some of you when we came to visit your Nursery. We really liked some of the activities that you do. We enjoyed watching you ride your bikes, play in the sand and make pancakes out of play-dough, which looked delicious!

- You go to a good Nursery that is led and managed very well. ♦
- Adults look after you extremely well and make sure that there are lots of interesting things for you to do. This helps you to make good progress in your learning, and to achieve well.
- You make particularly good progress in communication, language and literacy and in your creative and physical development. For example, some of you ride your bikes very well.
- You enjoy learning and most of you behave well. We were impressed with the way you help one another and try to sort out any problems you may have. ♦♦
- Your parents and carers are very pleased with your Nursery, and the links between your Nursery and your parents and carers are outstanding.
- The many activities that are provided for you are outstanding. They include lots of exciting things for you to do, such as working with the artists, learning about photography and learning how to play the African drums.
- Your teachers and other adults really support you in helping you to develop your skills, knowledge and understanding, particularly of the world around you.
- There are excellent links with other groups and with other people, all of whom help you to make good progress in your learning.

I hope that you continue to enjoy the fun things that there are to do. Even in good schools there are things that can be improved so I have asked the adults to review the way they check your progress. We have also asked them to work with your parents and carers to improve attendance. You and your families can help by making sure that you come to Nursery every day.

Yours sincerely

Sue Vale

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**