

Dulwich Wood Nursery School

Inspection report

Unique Reference Number	100769
Local Authority	Southwark
Inspection number	354888
Inspection dates	8–9 June 2011
Reporting inspector	Angela Konarzewski

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

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Rev Bernard Schunemann
Headteacher	Elizabeth Fleetwood
Date of previous school inspection	4 December 2007
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Introduction

This inspection was carried out by two additional inspectors. During the inspection, seven lessons and four teachers were observed. Discussions were held with staff, members of the governing body, and children. Inspectors observed the school's work, and looked at documentation, including the school improvement plan, policies, records of achievement and the provision made for those children identified as having special educational needs and/or disabilities. In addition, questionnaires were analysed from 36 parents and carers, and from three staff.

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

- The impact of actions taken to improve attendance.
- The effectiveness of procedures for assessing children's progress, including underachieving groups, and how they inform planning for future learning.
- The extent to which the provision and use of information and communication technology (ICT) enhance children's learning and enjoyment

Information about the school

Dulwich Wood Nursery School is average-sized and serves an area with diverse communities. More than one third of the children are known to be eligible for free school meals. A higher than average proportion of children is learning English as an additional language and the proportion of children with special educational needs and/or disabilities is also higher than the national average. The school holds the National Healthy Schools award and the School Travel Plan award at intermediate level. The Nursery also provides wrap-around care through a breakfast and after-school club, managed by the governing body. The Nursery is linked to an adjoining Day Care Centre for children from six months to three years, and a Children's Centre, which are also managed by the governing body but which were not included in this inspection.

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

Children are very happy to come to Dulwich Wood Nursery School because they are exceptionally well cared for and feel very safe learning and playing together in an environment where they have fun. They develop excellent relationships with adults and with their peers. Children from a wide variety of backgrounds and cultures get on very well together and learn to respect each other's differences.

Children enjoy appetising lunches in family-style groups where they learn about healthy eating and drinking, and develop good manners. Adults provide a wide range of activities, both indoors and outside in the exceptionally well-resourced garden, to motivate and engage all children, including those with special educational needs and/or disabilities, so that they progress well in their learning.

Teaching and learning are good overall but adults do not always make the most of opportunities to enhance children's engagement and progress by planning activities based on children's own ideas.

Children develop outstanding personal qualities. Adults encourage them to make decisions about what they are going to learn, and give them responsibility for tidying up after activities and meal times. This enables them to grow in confidence. Children's behaviour is excellent because they feel secure and their welfare needs are exceptionally well met.

A few children miss too much school for reasons other than illness. These children make slower progress than others, because they have less access to the full curriculum.

Partnerships with the local community, including the church, are strong, and children benefit from a range of opportunities to perform in local public places and participate in events outside school.

A new system for recording and reporting children's attainment and progress has been implemented. All adults contribute to daily assessments which build into a comprehensive, computerised picture of each child's development. Detailed observations, together with a wide range of colour photographs, provide a thorough and attractively presented record about each child. However, the system has not yet been used to provide a clear picture of the steps in progress made by children across each of the areas of learning from when they first start. Consequently, detailed analysis of the impact of the provision on children's progress, in order to make informed adjustments for individuals and groups, is not always fully effective.

The headteacher and her team are constantly seeking to improve the setting. In collaboration with the governing body, they have a good awareness of the school's strengths and areas that need improvement and are working well to address any issues identified.

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The headteacher, governing body and other senior leaders share a strong commitment to embedding ambition and securing improvements in provision. This, together with good resource management, including the management of finances, ensures that the school has good capacity to improve.

What does the school need to do to improve further?

- Ensure that children are making as much progress as they can from their starting points by analysing and using progress information available on the new computer program to inform future planning for groups and individuals.
- Improve provision for children's learning by taking their ideas into account more often when planning for their learning.
- Work closely with parents and carers to improve the attendance and raise the achievement of the few children whose current attendance patterns give cause for concern.

Outcomes for individuals and groups of children

1

One parent, echoing the views of many, wrote, 'My son (with special educational needs) has made tremendous progress at Dulwich Wood Nursery and that is down to a fantastic group of staff, excellent implementation of the Early Years Foundation Stage curriculum and great outreach to the local community.... I am so happy that my son is at this school.' Children thoroughly enjoy learning and playing at Dulwich Wood Nursery. They maintain high levels of concentration and perseverance because of the wide range of activities on offer to them, both inside and in the exceptionally well-resourced outdoor area. Children enter the Nursery with attainment levels that are below national expectations, particularly in communication and language and in personal and social development. They make good progress across all areas of learning so that most are working within age-related expectations by the time they leave. Children who speak English as an additional language are well supported by adults and their peers, and make good progress. Children with special educational needs and/or disabilities benefit from the high-quality provision for them, including the sensory room where children with physical and emotional needs happily explore sounds, coloured lights and sensory toys, and make good progress.

Behaviour is excellent, whether children are inside or out, playing with their friends or working alone or with adults. Their confident attitudes and high levels of self-esteem demonstrate how safe they feel. They understand the difference between right and wrong and show great care for one another. One child was overheard saying to another building a house out of wooden bricks, 'Be careful! You might hurt yourself doing that.' Their awareness of how to live a healthy lifestyle, and of the need to develop good habits to prevent the spread of infection, is very strong. Another child placed his hand over his mouth when he coughed at lunch time saying, 'My cough has germs in it which will go into the food if I don't put my hand over my mouth.' Children develop an excellent understanding of the differences between healthy and unhealthy food because staff use every opportunity to promote it throughout the day, especially at mealtimes. The school works closely with parents and carers to encourage children's attendance. In addition to sickness absence, some families visit relatives overseas during school time so attendance

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is broadly average. Children who miss significant amounts of schooling do not make as much progress as others.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	2
Children's achievement and the extent to which they enjoy their learning	2
Taking into account:	
Children's attainment ¹	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
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	3
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?

A varied curriculum, which includes exciting weekly 'expeditions' to the local woods and other places of interest, promotes children's learning across the six areas well. Good provision for children in the breakfast and after-school clubs ensures their safety and well-being. Adults in all settings plan an extensive range of activities both inside and outside which inspire and motivate the children. Skilled interventions by staff, for example in the African cafe role-play area, help children to develop early reading and writing skills and encourage their use of mathematical vocabulary. In this session, children were keen to serve visitors with African food chosen from the menu, including 'sweet lemons', and charge money for it. They busied themselves about the caf, wearing a variety of coloured baby dolls tied to their backs with ethnic fabrics, adding to the authenticity of the experience and promoting excellent knowledge of cultural differences.

A range of ICT devices has been purchased since the previous inspection, when children's use of ICT was identified as an area for development. Children use laptops, interactive whiteboards, voice recording systems and digital cameras with confidence and clear

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enjoyment. The garden is a spectacular outdoor space, resourced and organised to an exceptionally high standard, providing a large outdoor classroom where children play calmly and safely. The school is in the process of becoming a Forest School and the governing body and staff are keen to promote a healthy enjoyment of the natural world outdoors to balance the increasing emphasis on the use of computer technology. Individual interests are nurtured and encouraged, although more could be done to provide opportunities to build activities based upon the children's own ideas.

All children, including pupils whose circumstances may make them vulnerable, are given excellent support so they progress well, whatever their needs or abilities. They are provided with high-quality, healthy lunches in family-style groups with adults, and this contributes towards their developing excellent manners and personal qualities. In this secure environment, children grow in confidence and maturity and develop positive relationships with both their peers and with adults. As one parent put it, 'We have found Dulwich Wood Nursery to be an excellent, creative, stimulating, caring and fun pre-school experience for our daughter.'

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher exemplifies the calm, secure ethos that pervades this Nursery. She is rightly proud of the setting and all that it provides for the children, and is aware of its strengths and weaknesses. She, together with the governing body and the other senior leaders, has worked hard and with success to implement improvements since the last inspection. The new system for recording and reporting on children's attainment is rigorous and detailed, and senior leaders have begun to evaluate and analyse progress across the six areas of learning to inform future planning. The impact of management on teaching and learning is good and all staff are committed to promoting equality of opportunity, enabling all children to succeed. Safeguarding procedures, including risk assessments, are robust, although the behaviour policy does not have a clear statement regarding anti-bullying.

The governing body provides good support for senior leaders. Community cohesion is promoted well, ensuring that children respect and have a good understanding of many faiths and ways of life in local, national and global contexts. The school works in partnership with a number of outside organisations, including the church, the local tenants and residents association, a nearby community centre and a community allotment for growing vegetables, as well as local primary and secondary schools and, further afield, a

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national art gallery and theatre. These links provide children with good opportunities to participate in events and projects that promote their learning and well-being beyond the immediate school environment. There are also good partnerships with external specialists, particularly those required to support children with special educational needs and/or disabilities. Partnerships with parents and carers are also good, with the overwhelming majority of them holding the school in high esteem.

These are the grades for leadership and management

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

Views of parents and carers

All parents and carers who responded to the questionnaires agree that their child enjoys school and is taught to live a healthy lifestyle. They also all agree that the teaching is good. However, a very small minority said they did not receive enough help to support their child's learning and a small minority expressed concern that the school does not take account of their suggestions. The overwhelming majority of parents and carers are happy with their child's experiences at the school. One commented, 'I am very happy with my child's progress at Dulwich Wood. The teaching staff are wonderful and very creative. I could not be happier.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Dulwich Wood 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 36 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	28	78	8	22	0	0	0	0
The school keeps my child safe	23	64	11	31	0	0	0	0
My school informs me about my child's progress	22	61	13	36	0	0	0	0
My child is making enough progress at this school	16	44	19	53	0	0	0	0
The teaching is good at this school	23	64	13	36	0	0	0	0
The school helps me to support my child's learning	20	56	13	36	2	6	0	0
The school helps my child to have a healthy lifestyle	27	75	9	25	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	13	36	15	42	2	6	0	0
The school meets my child's particular needs	18	50	16	44	0	0	0	0
The school deals effectively with unacceptable behaviour	16	44	17	47	0	0	0	0
The school takes account of my suggestions and concerns	13	36	15	42	3	8	2	6
The school is led and managed effectively	22	61	12	33	0	0	0	0
Overall, I am happy with my child's experience at this school	28	78	7	19	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



10 June 2011

Dear Children

Inspection of Dulwich Wood Nursery School, London SE21 8QS

Thank you very much for making me and my colleague so welcome when we came to visit your school. We found out all sorts of interesting things. Here are some of them:

- Your school is a good one, where staff look after you exceptionally well and so you feel very safe and happy.
- You learn very well how to stay healthy, washing your hands before eating your delicious healthy lunches, and keeping fit in your beautiful outdoor play area.
- You look after one another extremely well, paying attention to each other's safety, taking turns and being very kind to one other.
- At the same time, you develop very good manners, saying 'please' and 'thank you' and 'excuse me'. You are really polite and helpful.
- Your teachers and the other staff provide you with lots of activities to help you learn well and ensure that you have fun. You also love going out on expeditions to places, including the woods where you learn about plants and creatures first hand.
- We have asked your teachers to look in detail at the progress you are making in your learning and to listen to your ideas so that they can plan even more carefully to provide activities that are closely matched to your needs and interests.
- There are so many good things happening at your school that we do not want you to miss a day unless you are really unwell. We know that most of you attend regularly, but we would like your school to make sure that everyone does. Even though you are very young, you can play your part by asking your parents and carers to bring you to school regularly.

We wish you all the best for the future.

Yours sincerely

Angela Konarzewski

Lead inspector

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