

Chelwood Nursery School

Inspection report

Unique Reference Number	100668
Local Authority	Lewisham
Inspection number	376435
Inspection dates	20–21 September 2011
Reporting inspector	Madeleine Gerard

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	125
Appropriate authority	The governing body
Chair	Julia Baldwin
Headteacher	Nikki Oldhams
Date of previous school inspection	26–27 January 2009
School address	Chelwood walk Turnham Road London SE4 2QQ
Telephone number	020 7639 2514
Fax number	202 7639 2514
Email address	admin@chelwood.lewisham.sch.uk

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Introduction

This inspection was carried out by two additional inspectors. The inspectors observed teaching and learning led by five teachers and additional staff. They held meetings with senior leaders and managers and with representatives of the governing body. They observed the school's work and looked at records of observations of children's learning and progress, and tracking data showing children's attainment and progress. The school's development plans and policies, and records for safeguarding children, were also examined. Inspectors considered the 62 responses to the questionnaire received from parents and carers, and the 17 responses to the staff questionnaire.

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

- Whether all groups of children are making swift progress in their learning.
- The extent to which children's personal development is a strength of the school.
- How accurately the school monitors the quality of its work and ensures consistency of provision throughout.

Information about the school

This is a larger-than-average nursery school. Early Years Foundation Stage children are taught together across three Nursery classes. Most children attend either the morning or the afternoon sessions, whilst a few attend both sessions. The proportion of children from minority ethnic heritages is above average. The proportion of children with special educational needs and/or disabilities is average. Most of these children have speech, language and communication needs. The proportion of children speaking English as an additional language is well-above average. The large majority of these children are at an early stage of learning English. The school has achieved the nationally recognised Sustainable School Award.

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

Chelwood Nursery School provides an outstanding quality of education and serves its local community extremely well. It is a happy and harmonious place where staff know children very well as individuals and ensure that all children, including those with special educational needs and/or disabilities, and those who are experiencing difficult circumstances, are outstandingly well cared for. Working together as a very strong team, the staff ensure that all groups of children make outstanding progress in their academic and personal skills.

Observations of individual children's interests are used very effectively to plan activities in the inside and outside areas that promote their understanding and deepen their knowledge. Staff keep very detailed records of children's learning and progress. Assessment information is used extremely well to tailor work to children's needs, and to check that all groups of children make consistently swift gains in their learning. This ensures that children who need extra help and guidance are identified quickly and given targeted additional support.

Exemplary arrangements to support children and their families when they join the school, and very well established routines, ensure that children feel welcome and settle very quickly when they start. For example, they know to find their name card and put it with their photograph when they arrive, and that they need to put on wellington boots before they go outside when it is wet. Children from widely diverse backgrounds and cultures work and play very well together. They take turns readily and share equipment. They behave extremely well in the classrooms and the outdoor areas because adults make their expectations consistently clear. Older children enjoy showing the younger ones where resources are kept. All children contribute to the community by helping to tidy up and prepare the classrooms for the next group of children to use. Children's self-confidence and self-esteem are boosted through selecting for themselves the pieces of work they wish to include in their individual 'Look What I Can Do' books. Independence is fostered strongly through opportunities for children to contribute their ideas to developing the school further. For example, recent improvements have been made to the dining arrangements at lunchtime as a result of suggestions they have made. Children have helped to establish a local community garden and worked with a local artist to create artwork to decorate it.

Through perceptive self-evaluation, the school has a very clear understanding of its strengths. Leaders and managers constantly strive to bring about improvements to provision and outcomes for the children. For example, since the last inspection, the

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school has successfully raised children's overall attainment, improved their behaviour and introduced regular opportunities for parents and carers to spend time in school sharing learning activities with their children. Together, with maintaining the school's outstanding overall effectiveness, these strengths show the school's outstanding capacity for sustained improvement. Regular monitoring ensures the school's provision is consistently high. Occasionally, a few enhancements, for example to increase children's attainment in calculation and writing, are not as rigorously checked to ensure that further swift improvements are made.

What does the school need to do to improve further?

- Sharpen the use of monitoring to check that all enhancements to provision lead to even further improvements to children's academic outcomes.

Outcomes for individuals and groups of children

1

Children join the school with skills and capabilities that are generally well-below those expected for their age. By the time children leave, at the end of their time in the Nursery, their attainment is above expectations for children of this age because they make consistently swift progress and achieve and enjoy in their learning outstandingly well. Children's attainment in personal, social and emotional development, in physical and creative development and their knowledge and understanding of the world in which they live are particularly strong. Attainment in calculation and some aspects of communication, language and literacy are not as consistently high.

Children enjoy activities they can choose for themselves. They often think hard and concentrate well. They listen attentively to explanations and follow instructions carefully. This was illustrated in a sensory session where children, working in a group with an adult, explored a variety of different herbs. They handled the herbs carefully and crushed them gently to release their scent. They took turns sensibly to smell them and listened to one another as they practised saying the herb names. They sustained their interest in the task and mixed the herbs into salt-dough to make mini pizzas and cakes. Children speaking English as an additional language made similarly brisk progress to that of others in the group. They developed confidence in pronouncing new English words because they listened carefully to the adult and repeated them accurately.

Children who speak English as an additional language progress outstandingly well because they practise their listening and speaking skills very regularly with the adults. Children with special educational needs and/or disabilities make outstanding progress in their skills. They enjoy working individually with staff, as well as in pairs and small groups with other children. They benefit from additional sessions, tailored to their needs, with well-trained staff and specialist therapists.

The school's success in achieving the Sustainable School Award is reflected in

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children’s positive attitudes to keeping fit and healthy. The large majority of children walk, cycle or travel by scooter to school. Fruit snacks are very popular. Children enjoy looking after the school’s vegetable and fruit beds, harvesting what they have grown and using it to prepare food to eat. They use the wide variety of physical equipment available in the outdoor areas enthusiastically and understand how to do so safely in order to keep themselves and other children from harm. Children are very confident that adults will help them should any problems occur.

They children enjoy finding out about a wide variety of cultures and faiths, for example learning African drumming, dressing up in traditional costumes from a wide variety of countries, making their own Chinese dragon at Chinese New Year and celebrating Diwali. Together with generous charity fundraising and caring attitudes, the extent of children’s spiritual, social, moral and cultural development is outstanding. Very positive attitudes to learning, excellent behaviour, above average attendance and outstanding academic achievement ensure that children are outstandingly well prepared for the next stage in their education by the time they leave the school.

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	1
Taking into account:	
Children’s attendance ¹	2
The extent of children’s spiritual, moral, social and cultural development	1

How effective is the provision?

Staff manage sessions very successfully and effective teamwork ensures that children can choose a very wide variety of resources, toys and equipment in the inside and outside areas. They ensure that children have enjoyable activities to do that develop

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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their skills. For example, children were practising numbers by counting together how many spoonfuls of shaving foam they needed to fill a plastic cup. There is a particularly good balance of adult-led tasks and self-selected activities. Adults often extend children’s learning through discussion and questioning. They encourage children to develop their ideas, and to make links between new learning and what they know and can do already. Daily observations of children’s progress are very detailed and used effectively to plan appropriately challenging tasks that are motivating and capture children’s interest. The curriculum underpins children’s enjoyment of their learning. Meticulous attention is paid to how children’s individual preferences and interests develop. The curriculum is constantly refined to meet their needs and this is why children have extremely positive attitudes to coming to school. Visitors to the school and outings within the local area develop children’s knowledge and understanding of their community.

Staff play a very strong role in supporting children’s social and emotional development because they know their individual needs and talents well. Excellent use of well-established links with outside agencies provide additional help for children who are vulnerable and promote their learning and well-being. Effective systems to promote attendance and punctuality ensure that the whole-school community is clear about the importance of attending school regularly and on time.

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?

The headteacher is a strong leader with a clear vision for the school that puts children at the heart of all the school’s work. Leaders and managers drive improvements and embed ambition outstandingly well, as children’s improved attainment reflects.

All the staff and members of the governing body work with outstanding determination to tackle discrimination and promote equality. Consequently, all groups of children, whatever their background or ability, have equal access to exciting and stimulating provision that is sharply tailored to their needs as individuals so that they do extremely well. Occasionally, the impact of key actions to secure even further improvements in a few areas and raise children’s attainment higher is not checked as specifically as it could be.

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The governing body is very supportive and ensures that arrangements for safeguarding are good. Policies are reviewed regularly. The school site is secure and well maintained. Quality assurance and risk assessments are good. The school promotes community cohesion well by developing and encouraging a detailed understanding of the school and local community. The many different faiths, ethnicities and cultures that exist within it are strongly valued and, as a result, children have a good understanding of the lives of those who live in contrasting global communities. However, plans to establish links with a contrasting school within the United Kingdom are at a very early stage.

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	1
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	1

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was around that found nationally. Of these all the parents and carers confirmed that their children enjoy their time at school. The vast majority were confident that the school keeps their children safe. The overwhelming majority were happy with their child’s experience of school. The very large majority evaluated the quality of the school’s work to promote children’s personal development very positively. Most agreed that their child’s needs were well met and that their children were well taught at the school. Inspection findings endorse the views of parents and carers regarding children’s personal development. Inspectors found rates of learning and progress, children’s academic outcomes and the quality of teaching and learning at the school to be outstanding. Other aspects of the school’s provision, including the curriculum and the quality of the care, guidance and support that the children receive, were also judged to be outstanding.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of children registered at Chelwood 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 125 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	58	94	4	6	0	0	0	0
The school keeps my child safe	56	90	5	8	0	0	0	0
The school informs me about my child’s progress	49	79	12	19	0	0	0	0
My child is making enough progress at this school	43	69	16	26	0	0	0	0
The teaching is good at this school	45	73	14	23	0	0	0	0
The school helps me to support my child’s learning	42	68	18	29	0	0	0	0
The school helps my child to have a healthy lifestyle	46	74	13	21	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)	43	69	14	23	0	0	0	0
The school meets my child’s particular needs	42	68	17	27	0	0	0	0
The school deals effectively with unacceptable behaviour	42	68	15	24	0	0	0	0
The school takes account of my suggestions and concerns	40	65	18	29	0	0	0	0
The school is led and managed effectively	54	87	5	8	0	0	0	0
Overall, I am happy with my child’s experience at this school	55	89	6	10	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 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.



22 September 2011

Dear Children

Inspection of Chelwood Nursery School, London SE4 2QQ

Chelwood Nursery School is outstanding.

Thank you for your friendly welcome when we inspected your school recently. We really enjoyed our visit and seeing all the interesting things that you do there. We particularly enjoyed hearing about the annual school carnival and all the fun that you have dressing up and sharing food from around the world. This letter tells you what we found out.

We know that you enjoy coming to school very much because you get along very well with one another and behave so well. This makes Chelwood Nursery School such a happy place to be. Your parents and carers told us they like the school very much too. All the adults work really hard together to look after you very carefully. They make sure you have many exciting and interesting activities to do every day. Because of this, you are all making outstanding progress in your learning. Those of you who need extra help are extremely well supported so that you too make outstanding progress. We could see that you love learning both inside and outside. We liked how sensibly you used the outdoor equipment and helped to tidy all the toys and resources before home time.

Your headteacher, the staff and members of the governing body are always looking for ways to make your school even better. We have asked the school to make even more checks on any changes that they make to ensure that they help you to reach even higher standards. All of you can help by continuing to come to school regularly and on time.

Finally, I would like to thank you again and wish you well in the future.

Yours sincerely

Madeleine Gerard
Lead inspector

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