

# Golborne Children's Centre

## Inspection report

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<b>Unique reference number</b>	100472
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	376402
<b>Inspection dates</b>	14–15 May 2012
<b>Lead inspector</b>	Madeleine Gerard

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

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<b>Type of school</b>	All-through
<b>School category</b>	Community
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Allmond
<b>Headteacher</b>	Veronica Hilliard
<b>Date of previous school inspection</b>	18–19 September 2008
<b>School address</b>	2A Bevington Road London W10 5TN
<b>Telephone number</b>	020 8968 5622
<b>Fax number</b>	020 8962 9248
<b>Email address</b>	info@golborne.rbkc.sch.uk

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<b>Registered childcare provision</b>	Golborne Nursery
<b>Number of children on roll in the registered childcare provision</b>	29
<b>Date of last inspection of registered childcare provision</b>	18–19 September 2008

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<b>Age group</b>	3–5
<b>Inspection date(s)</b>	14–15 May 2012
<b>Inspection number</b>	376402



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## Introduction

Inspection team

Madeleine Gerard

Additional Inspector

This inspection was carried out with two days' notice. The inspector spent approximately five and a half hours observing teaching and learning led by three teachers and ten additional staff, and held meetings with staff and members of the governing body. The inspector took account of the responses to the on-line Parent View survey in planning the inspection. The inspector observed the school's work, looked at work in children's individual record books, and tracking data showing children's attainment and progress. The school's development plans and records for safeguarding children were also seen. The inspector considered responses to questionnaires received from 72 parents and carers in total, including those with children in the childcare provision.

## Information about the school

This is an average-sized nursery compared with similar schools. The very large majority of children attend full time. The others attend part time in the mornings. The proportion of children from minority ethnic groups is above average and a higher proportion than average speaks English as an additional language. The proportion of children known to be eligible for free school meals is above average. The proportion of children supported by school early action plus or with a statement of special educational needs is lower than average. The school manages daycare provision for children below two years of age, and for children up to age three, as well as breakfast and after-school clubs. There have been a number of staffing changes since the previous inspection, including to the leadership team. The children's centre, of which the school is part, is situated at a short distance from it. This provision is inspected separately. At the time of the inspection, the deputy headteacher was acting headteacher.

**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

<b>Overall effectiveness</b>	<b>1</b>
<b>Achievement of pupils</b>	<b>1</b>
<b>Quality of teaching</b>	<b>1</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>

## Key findings

- This is an outstanding school. Children thrive in the school's safe and calm environment where they are highly motivated to learn because expectations of them are consistently high. The overall effectiveness of the childcare provision is also outstanding.
- Achievement for all groups of children in their academic and personal skills is outstanding. They make rapid and sustained progress from starting points generally below those expected for their age.
- Teaching is outstanding. Teachers and additional staff use information about children's progress very effectively to plan activities in the inside and outside areas that promote exceptionally well their understanding and increase their knowledge.
- Children have extremely positive attitudes to learning. They behave outstandingly well and feel safe in the classroom and in the outdoor areas because adults make their expectations consistently clear and provide excellent role models. The promotion of children's spiritual, moral, social and cultural development is exceptional. Children have opportunities to tend the school's vegetable beds, care for the school's newly-hatched chicks and celebrate festivals from a wide variety of faiths and cultures. Outings within the school's surrounding area to deepen their knowledge of their locality are less frequently organised.
- Highly effective leaders and managers constantly strive to bring about further improvements to the school's provision and outcomes for children. Very effective leadership of teaching and management of staff performance by the school's senior leaders have successfully maintained consistently high quality teaching. Enhancements to the already rich curriculum include an increased emphasis on developing children's numeracy skills. Reading and the pleasure of sharing stories are encouraged extremely strongly. Children enjoy daily story time and borrow books each week from the school library.

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

- Increase opportunities for children to deepen their knowledge of the area in which they live through outings and visits to the locality around the school by November 2012.

## Main report

### Achievement of pupils

Children join the school with skills and capabilities that are generally below those expected for their age. By the time they leave the school their attainment overall is above expectations for children of this age. The gaps between children's attainment and age-related attainment levels narrow very swiftly. Children make consistently outstanding gains in all areas of learning including communication, language and literacy skills. Disabled children and those with special educational needs make rapid and sustained progress. They establish positive relationships with adults and other children. They benefit from regular individual and small group sessions with well-trained staff and specialist therapists. Children who speak English as an additional language quickly expand their knowledge of English and other skills because they benefit from consistent opportunities for speaking and listening activities and practise new language very regularly. The questionnaires indicate that the overwhelming majority of parents and carers who responded were confident that their children are making good progress. The inspection judged children's progress to be outstanding.

Children's learning is highly enthusiastic and purposeful. Children are very confident to select tasks for themselves and are very eager to do so. They consistently sustain their interest in what they have chosen to do and concentrate very well during tasks led by adults. They listen very carefully because they are determined to follow instructions precisely. For instance, a group of children who speak English as an additional language were observed working with an adult, taking turns very sensibly to explore the contents of a bag. They thought hard about how each item chosen from the bag helps them to keep healthy. They quickly developed confidence in using key vocabulary because they listened to the adult's explanations and were very keen to contribute their own ideas and discuss their experiences together.

Children make outstanding progress in reading, and reach attainment levels above those expected by the time they leave the nursery. Higher attaining children made rapid progress in reading during a group activity sharing a story together. They concentrated extremely well as they listened to the words the adult read and carefully matched the sounds that letters make with the words written on each page. Disabled children and those with special educational needs also develop great enthusiasm for stories and reading. They were observed eagerly listening whilst adults read books to them, and joining in with actions and songs during singing activities.

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## Quality of teaching

Teachers and additional staff create an environment where children are happy, quickly grow in confidence and develop extremely good personal and social skills. Staff plan a highly appropriate balance of adult-led tasks and those children choose for themselves. The extremely well-organised curriculum underpins children's enjoyment of their learning. Highly engaging activities capture the children's interest and stimulate their curiosity. For example, as part of a project on growing, children thoroughly enjoyed exploring the life cycles of frogs, butterflies and chickens. They eagerly selected magnifying glasses for themselves to observe tadpoles in a container and were extremely motivated to describe the fluffy appearance and noisy cheeping of a newly-hatched chick. Teachers and additional staff use daily observations of children's progress systematically and carefully to plan suitably challenging tasks that build on what the children know and can do already. They give a high priority to speaking and listening skills and extend children's learning through discussions and questioning. The curriculum ensures that children have many varied and well-planned opportunities to develop their reading skills daily. Children have access to a wide variety of stimulating books. They enjoy small-group reading with adults and together as a whole school each day. They were observed confidently selecting books for themselves to read and thoroughly enjoying recounting stories to one another. Very effective teamwork ensures that children can choose an extremely wide variety of resources, toys and equipment in the inside and outside areas. Disabled children and those with special educational needs receive additional help and guidance that are outstandingly well tailored to their individual needs. Extra sessions, including physical activities in the school's soft-play room, help them to make very brisk progress.

Teaching promotes children's spiritual, moral, social and cultural development outstandingly well. Independence is encouraged strongly through daily routines. Children know to sign their name on the registration sheet when they arrive. All children help to tidy up and take responsibility for making sure equipment is put back in the correct place. Children's self-esteem and self-confidence are boosted through reviewing individually with staff how well they have learned and made progress at the end of adult-led tasks. They make friends quickly because adults model warm and friendly relationships, and promote social skills. Celebrations, for example during Eid, Diwali and Black History Month, promote children's awareness of others. Children welcome visitors, including musicians and dancers, and enjoy outings such as a visit to a farm. Planned opportunities for children to develop their knowledge of the local area in which they live are more limited. The breakfast and after-school clubs provide a calm and enjoyable start and finish to the day for the children who attend. Parents and carers, who responded, unanimously agreed that their children are taught well at the school. Inspection findings are that teaching is in fact outstanding.

## Behaviour and safety of pupils

Children make an outstanding contribution to their own learning. They very much

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enjoy working independently and participate enthusiastically in all the activities that the school organises for them. Children show caring attitudes to one another and are friendly. They play a strong role in ensuring all children feel included and respected. Reflecting the comments of many, one parent wrote, 'My child has learned to share and take turns in a creative environment that she loves to return to every morning; all her curiosity about the world is stimulated and nurtured here.' No parents and carers who returned questionnaires felt that learning is disrupted by bad behaviour. Parents and carers in the survey confirmed that their children feel safe at school. Home visits by staff before children join the school and well-established routines help children to feel very safe and make friends quickly when they start. They know to tell the adults should any problems occur and are very confident they will help them. The school's records show there are no incidents of bullying of any sort. Visitors from the local emergency services, and sessions on scooter and cycling skills, help children develop a strong awareness of keeping themselves safe from harm. As example of this was observed when children put on school sun hats, without being prompted, while playing in the outdoor area because the weather was sunny. The school successfully emphasises the importance of attending regularly and on time, which enables children to benefit from valuable learning and daily routines.

## **Leadership and management**

Leaders, managers and members of the governing body work very successfully together with the staff to tackle discrimination and promote equality outstandingly well. This is shown by the equally outstanding progress that children make, whatever their needs. Performance has been managed extremely well since the previous inspection. Regular and very well targeted professional development has successfully maintained the outstanding quality of teaching and children's outstanding achievement. Improvements to assessment systems ensure that activities are matched to children's individual needs even more closely. Developments to the curriculum for problem solving, reasoning and numeracy help children to build their mathematical skills quickly through an extremely wide variety of motivating activities. Well-planned opportunities for children to use computers in their learning help them to develop proficiency in using technology. The school consistently and very successfully gives high priority to the promotion of spiritual, moral, social and cultural development. Partnerships with parents and carers are very positive and supportive. Family learning days encourage them to take an active part in their children's learning through numeracy and literacy workshops. Close links with the children's centre are used to offer additional support and guidance to children and their families to promote their well-being. All these strengths reflect the school's exceptional capacity to improve further.

The school site is secure and very well maintained. Arrangements for safeguarding children meet statutory arrangements; staff have received recent training and have a robust knowledge of procedures to protect children's welfare and safety. In the questionnaires, many parents and carers made a point of writing to express their appreciation for the work of the acting headteacher and the staff.

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## The Early Years Foundation Stage delivered in the registered childcare provision

- The registered childcare provision is outstanding. Parents and carers value the care and support the staff in the day care provide, ensuring that children are very well prepared for moving into the Nursery Year.
- Children progress outstandingly well across the day care for babies and children under two years of age, and for children aged two to three. The wide range of activities on offer develop their skills and understanding in all areas of learning. During their time in the day care provision, children feel very safe and secure, and develop an extremely good understanding of how to keep themselves healthy and safe. From generally low starting points children develop extremely well because staff constantly focus on building their personal, social and emotional development, their communication, language and literacy skills, physical development and their knowledge and understanding of the world.
- Children flourish because of the excellent levels of care that the staff provide. Assessment information is used to plan activities that are extremely well matched to children’s learning needs and so fully engage and interest the children.
- All areas of the curriculum are very effectively planned. Together with enhancements to the outside areas and the indoor environment, this helps children to achieve outstandingly well. As a result of clear leadership from the acting headteacher, there is strong teamwork with the room leaders and additional staff, and a very strong focus on staff training and development.

*These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	1



## 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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



16 May 2012

Dear Children

**Inspection of Golborne Children's Centre, London W10 5TN**

Thank you for your very friendly welcome when I visited your school recently. I really enjoyed my visit and seeing all the interesting things that you do. I particularly enjoyed seeing how much you all enjoyed watching the newly-hatched chick in the classroom. This letter tells you what I found during my visit.

Golborne Children's Centre is an outstanding school. I know you like coming to school very much because you all behave so well and get along very well together. I could see how much you love learning both inside and outside. Your parents and carers told me they like the school very much too. All the adults work so very hard and make sure you have many interesting activities to do every day in the classrooms and in the outdoor spaces. Because of this, you are all doing exceptionally well in your learning. Those of you who need additional help are extremely well supported so that you also make outstanding progress.

Your headteacher, the staff and members of the governing body are always looking for ways to make your school even better. I have asked them to plan even more outings for you to explore and find out about your local area. All of you can help by continuing to work very hard.

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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