

Coulsdon Nursery School

Linden Avenue, Coulsdon, Croydon, CR5 3BT

Inspection dates

6–7 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The effectiveness of the nursery has improved to outstanding levels as senior leaders at the nursery and headteacher of the Federation have succeeded in improving key aspects of its work.
- Notable improvements are children's level of achievement and the quality of teaching. Both are now outstanding. Children are extremely confident learners, who gain better than expected levels of language, number and social skills. This prepares them well for their next schools.
- Teaching activities are planned with precision to meet the needs of children with different abilities so they make excellent progress. The class teachers, supported by key people, support children highly effectively in a wide range of activities. Occasionally, children do not always have a wide enough range of resources to extend their experience of information and communication technology (ICT).
- Those children who find learning more difficult are supported extremely well both within class-based activities and by one-to-one support. This means that their needs are catered for exceptionally well.
- Children get on with each other really well, as the nursery provides high levels of care and attention to individual needs. Whether they are making cards for Mother's Day, sharing books and stories prompted by celebrating World Book Day or by using the wide variety of outdoor equipment to stretch their physical abilities, children are highly sensible and play together enthusiastically.
- Children's behaviour and levels of maturity are typically outstanding. Parents and carers indicate they are extremely satisfied with the way the school fosters children's behaviour and safety.
- The nursery is led by a highly effective leader in charge, supported by the skilled and enthusiastic headteacher of the Federation. The Federation operates highly effectively to the benefit of the staff and children. Governors provide a high level of support, promote joint working regularly, and have been instrumental in helping to raise the school's level of effectiveness.

Information about this inspection

- The inspector observed six long activity sessions, along with some activities relating to children with special educational needs which take place in four activity rooms and an outside area. The headteacher of the Federation jointly observed some of these activities.
- The inspector met with staff, three members of the governing body and a representative of the local authority.
- The school's and Federation's plans for improvement, safeguarding information, local authority reviews, records of school leaders' observations of activities observed, attendance information and the school's checks on children's progress were all looked at by the inspector.
- The inspector looked at the children's 'learning journey' folders and took account of children's work displayed around classrooms and activity areas. He also looked at records specifically relating to children with special educational needs. He spoke informally with a high proportion of children over the two days.
- The 26 responses to Ofsted's online questionnaire (Parent View), were taken into account, along with the 12 responses to the staff questionnaire. The inspector also spoke individually with a small number of parents.

Inspection team

Kevin Hodge, Lead inspector

Additional Inspector

Full report

Information about this school

- Coulsdon Nursery School is smaller than the average and forms part of a 'hard federation' with Chipstead Valley Primary School, and the Chipstead Valley Children's Centre, located on a different site and subject to separate inspection. The two schools are led by one headteacher and governing body. The day-to-day running of the nursery is managed by a senior member of staff who also teaches in the school.
- Children are predominantly White British, a higher proportion than average. A much smaller proportion than that usually found are from a wide range of minority ethnic groups and at the early stages of speaking English.
- The school provides a mixture of full-time and part-time education for children from three to five years old. Parents can opt to pay for their children to stay for morning and afternoon sessions.
- The school has a dedicated 'sensory' room to support children with special educational needs and members of the community can also book to use this facility.
- The proportion of pupils who are disabled and those with special educational needs is well below average. They are supported at school action plus.
- No children are entitled to extra funding called the pupil premium (funding for children known to be eligible for free school meals, children who are looked after by the local authority and the children of service families).

What does the school need to do to improve further?

- Extend the range of information and communication technology resources so children have more frequent opportunities to use it to support their learning.

Inspection judgements

The achievement of pupils

is outstanding

- Children start nursery with levels which are broadly typical for their age. All groups of children, including those from minority ethnic groups, achieve extremely well in developing their levels of speaking, listening, early writing and early counting skills. A high proportion leave with levels of attainment that are better than expected when they join their next schools. Boys and girls achieve equally well.
- Children enjoy playing and talking together, whether at the school 'post office' or 'hospital'. For example, they love taking the imaginary blood pressure of classmates, then prescribing medicines to make them feel better. This also develops their verbal skills very well using 'big words' such as 'prescription'.
- Children are very confident in number work, often counting to 10 and beyond and one child was extremely proud that she could count up to 1000 in 100 intervals. They recognise different shapes, patterns and sequences of numbers.
- Children enjoy finger writing letters in colourful sand to improve their knowledge of letter shapes, while other children readily recalled a number of different initial sounds to different letters to develop their early reading skills. Children benefitted with working with children from other schools to design and make books.
- Outside activities stretch children's physical abilities in a number of exciting ways, such as developing their sense of balance on the obstacle course or by developing their physical stamina using wheeled toys to 'drive' around outside.
- All pupils are provided with equal opportunities to learn and make progress. Those children who find learning much more difficult, and are supported on school action plus, achieve extremely well. Good relations are fostered, and there is no discrimination. The 'Starlight' sensory room is a high-quality resource which benefits these children by providing a calm but stimulating environment to help develop their emotional learning to high levels or to participate more readily in other activities. The very few children who are at the early stages of speaking English develop their range of spoken vocabulary very well, aided by simple resources and words written in their own language.
- 'World Book Day' prompted many children to bring their own storybooks to school and children readily shared their books with adults and each other. They recall the key points of stories and the main characters that make stories memorable, while counting the number of pages they had read. Children who are most able enjoyed working out the sequence of letters in their own or others' names or words they were trying to read.
- Children benefit from having some access to information and communication technology resources such as audio-visual whiteboards or simple recording devices, but opportunities to do so are comparatively limited in day-to-day activities.

The quality of teaching

is outstanding

- The quality of teaching has improved to typically outstanding levels. Those children who are capable of harder work are not limited in their pace of learning. For example, children decided they would like to go 'camping' and choose their own mode of transport and resources, rather than being told what to take. Other children readily recalled a wider range of letter sounds than were asked for, during an activity designed to teach them early reading skills.
- Children's number skills develop quickly as small group activities, such as counting the number of cubes held in one hand, identifying simple plastic shapes, or counting the petals on a flower are well taught.
- Activities are often designed to take place in small groups, overseen by the children's 'key person'. This enables high quality teaching to take place so that any misunderstandings can be remedied quickly. Adults remind children frequently about the values of care, concern and

respect for others to develop their social and moral awareness very effectively. Links with the federated school have helped staff exchange ideas, share good practice and promote joint training.

- Adults respond quickly to children's changing interests or needs. For example, children who were outside exploring the class pirate ship were prompted to record where they would like to go as well as acting out the parts of fearsome pirates to develop their creative abilities.
- Staff are extremely vigilant about recording how well children make progress in the various activities that take place, often taking pictures to capture key moments of children's learning or in recording simple achievements which then contribute to each child having a 'learning story' book. This gives children, staff and parents a clear, informative and meaningful record of how well children have progressed.
- The teaching of children supported on school action plus is extremely skilful and all adults are skilful in making sure activities are pitched at the right level. Specific individual activities are taught well and excellent use is made of the school sensory room to help specific children with severe emotional needs to become more calm and relaxed when needed. The audio-visual whiteboard is also used well to stimulate some children's interests, but this is not always widely used to its fullest extent by all children.
- Children's manipulative skills are also developed to a high level, with Mother's Day cards and imaginary cupcake making providing a wealth of opportunities for children to develop their creative skills while also increasing their confidence in using simple cutting and shaping tools.

The behaviour and safety of pupils are outstanding

- Children are extremely enthusiastic to learn and say they feel that their key person always comes to their aid very quickly should they need it. Parents and carers who responded to the online questionnaire are also extremely positive and appreciative of the efforts that the school makes to help their children feel enthused to learn. 'Excellent', 'Brilliant' and 'Extremely caring' were typical of comments made by parents who spoke to the inspector.
- Levels of care are extremely high and excellent welfare arrangements ensure that any children who might be distressed or need help to visit the toilet or who are unwell are looked after very quickly and sensitively. This ensures that children feel extremely well cared for and that their behaviour is exemplary.
- Children are highly mature, sensible and willingly share resources amongst themselves whether it is in sharing books, allowing others to ride on cycles outdoors, helping each other in balancing along the outdoor obstacle course or in sitting very quietly and patiently while eating their lunch.
- Consistent reminders about how everyone should behave and in being highly respectful to others reflect the high importance placed in developing children's spiritual, moral, social and cultural awareness. Records show that there have been no incidents of bullying, racist incidents or discrimination of any sort. Regular recognition of different faiths and traditions such as Chinese New Year and Eid mean that children and their parents feel valued.

The leadership and management are outstanding

- The senior leader in charge of the nursery provides excellent day-to-day leadership and support of fellow key people and other staff. Those who responded to the Ofsted staff questionnaire were unanimous in their praise for the way the nursery is led and managed.
- The headteacher and leader of the Federation provides excellent oversight and support of the nursery. He regularly visits and observes lessons to gauge the quality of teaching and learning. Any comparative weaknesses in teaching are identified quickly and this has been instrumental in helping to improve the nursery's overall effectiveness. This is also ensured that salary progression and promotion are linked to corresponding improvements in the quality of children's

learning and achievement.

- Partnerships are excellent. Excellent links between the two federated schools help staff to gain a wider perspective by observing others teaching, or in sharing expertise such as help with developing the work relating to those children with special educational needs. In this respect, the Federation has been successful in fostering joint working to the benefit of children's improved outcomes.
 - The range of children's learning activities are stimulating in nearly all respects and this has led to the children making quicker progress and achieving to high levels, particularly in developing their early reading, writing, number skills and in developing their high levels of personal and social education. Currently the limited level of information and communication technology resources reduces their opportunity to use it on a day-to-day basis.
 - The local authority, recognising the school's improving levels of effectiveness, rightly provides light touch support to the school.
 - **The governance of the school:**
 - Governors who oversee the work of both schools have succeeded supporting the nursery to improve its level of effectiveness, often by providing support to the nursery's specific needs, for example by delegating a governor to visit regularly with a view to asking challenging questions about how the work of the nursery can be improved. This provides them with a very clear insight in how initiatives are progressing and in gauging the quality of teaching. This information, along with a clear understanding of budget issues, then informs decisions about levels of promotion and salary progression for staff. It also allows governors to have a clear view about how the children progress compared to others and regular training helps them to maintain their excellent understanding of child protection procedures, health and safety arrangements and procedures to ensure equal opportunities are promoted. Links with parents, the local community and other schools have also been developed to a very high level.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101703
Local authority	Croydon
Inspection number	400357

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	56
Appropriate authority	The governing body
Chair	Edward Denley
Headteacher	Mark Rosewell
Date of previous school inspection	12 November 2009
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