

Robert Owen Early Years Centre

43 Commerell Street, Greenwich, London, SE10 0EA

Inspection dates 18–19 July 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	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.

- Leadership and management are outstanding. Underpinning the success of the provision is the highly motivated headteacher and her deputy. They are very committed to ensuring that the Nursery meets the highest standards. This involves them in ongoing research to establish the latest approaches to education that benefit children's learning and development.
- The nursery delivers a highly effective personalised approach to the children's learning. Consequently, they achieve extremely well. Careful tracking ensures that any child requiring further support is quickly identified and appropriate actions taken.
- While academic achievement is given a high priority, it is accompanied by a caring ethos in which the children feel safe. They thrive in an environment which provides stimulating and challenging activities.
- Learning and the children's social and personal development are exceptional because of the highly skilled and professional approach of staff. Relationships are extremely positive and the children consequently want to engage with their learning.
- The behaviour and attitudes of the children are outstanding. They display a social confidence beyond their age.
- Leaders, including governors, rigorously check the effect of any changes the nursery introduces. This allows them to identify accurately future priorities for development.
- One member of staff summed up the character of the provision, when writing, 'I really enjoy working in a school that has such a passion for Early Years education: that values our relationships with families and, most importantly, where children are at the centre of all that we do.'
- While parents and carers are well involved in supporting their children's education, the school sees the potential of building further on the successful relationships with them. It has correctly identified that information and communication technology could further this partnership as well as benefiting the children's learning.
- There is a real buzz of learning as happy children move confidently around the provision, accessing exciting activities and the challenge that is consistently presented to them.

Information about this inspection

- The inspector observed six learning sessions, including visits where linking sounds and letters (phonics) were being taught. A prolonged period of time was spent tracking the experiences of two children during a child-initiated learning session. Children's work was also scrutinised.
- The inspector observed the school's work and looked at progress and attainment data, the school's development plan, curriculum plans, governing body documentation, and policies and procedures. Those documents relating to health and safety, and safeguarding of pupils, were carefully scrutinised, and a site walk took place to ascertain the security and safety of the premises.
- Inspectors took account of 43 responses to Ofsted's online Parent View survey.
- Questionnaires completed by 33 members of the school staff were also considered.
- Discussions were held with senior and other leaders, teachers, learning support assistants, the Chair of the Governing Body, children, and parents and carers, as well as a representative from the local authority.

Inspection team

Michael Pye, Lead inspector

Additional Inspector

Full report

Information about this school

- The nursery is situated within the children's centre, which caters for children from the age of three months to four years. It offers flexible, fully integrated care and education, for 48 weeks of the year from 8.00am to 6.00pm.
- The Nursery provision consists of four classes.
- The children in the nursery come from a wide range of ethnic backgrounds, and a few are at an early stage of learning English. The majority of children are from a White British background. The next largest ethnic group are children from a Black African heritage.
- The proportion of disabled pupils and those with special educational needs supported at school action is average. The proportion supported at school action plus, or with a statement of special educational needs, is above nationally expected levels. The main needs of these children relate to speech, language and communication difficulties.
- The proportion of children known to be eligible for free school meals, and those children looked after by the local authority, is above the national average.
- The children's centre provides a wide range of services, such as a baby and toddler drop-in group, and a variety of advice and guidance support relating to family, maternity and postnatal matters. These services, together with other provision based in the children's centre, are subject to a separate inspection.

What does the school need to do to improve further?

- Develop information and communication technology within school to involve parents and carers more extensively in supporting their children's learning.

Inspection judgements

The achievement of pupils

is outstanding

- The children enter Nursery with skills and knowledge below the nationally expected levels. A significant number have speech, language and communication difficulties.
- The children achieve exceptionally well and almost all leave the nursery with high attainment levels and meeting or exceeding the nationally expected learning goals. This prepares them exceptionally well for their future education.
- They establish relationships easily and develop self-confidence. In one phonics session observed during the inspection, one boy confidently showed his knowledge when pronouncing the letter sounds associated with the word 'peg'.
- During the adult-led learning sessions, the children demonstrate very good listening skills and high levels of mutual respect. There is a strong focus on the personal, social and emotional development of the children. They play together well and share resources. For example, one boy, excited by his own learning, still had the foresight and caring to step over the work of two girls as he rushed outside.
- Their literacy, numeracy, and art and design skills are very well enhanced through various activities. These are ongoing and also delivered through focus weeks such as 'Book Week'. During one child-initiated session, the children were seen discussing and choosing their favourite photograph from their visit to the local park and then drew their own picture. Their thinking and speaking skills were then tested when they were challenged to talk about the photo as part of the 'talking book' that was being developed.
- In the stimulating outdoor area, various building blocks allow the children to develop well their shape, space and measuring skills.
- The children's awareness of modern technology is well developed through their involvement with computers and remote-controlled items. In one observed learning session, the children's inquisitiveness was well developed through the use of batteries and switches.
- They have a very good awareness of the world through focus weeks, the African topic, and the celebration of various festivals.
- The school adopts a very skilled approach to tracking the progress of the children. This allows them to personalise the learning programmes for individual children and groups. Consequently, gaps in achievement between the various pupil groups are minimal, and this includes those children known to be eligible for free school meals. Those few children from minority ethnic groups progress in line with their peers.
- Disabled pupils and those who have special educational needs make outstanding progress in line with others. The inclusion manager skilfully oversees the delivery of the individual education programmes for these pupils.

The quality of teaching

is outstanding

- The children's outstanding achievement is the result of consistently high-quality teaching. Planning is regularly shared and discussed with the assistants, and reviewed on a daily basis.
- During learning sessions, the quality of communication is outstanding. The adults are skilled in identifying the appropriate opportunity to build on the children's conversations. This was seen when the children were talking about birthdays and weddings. At the appropriate time, the adult checked their understanding of special occasions and then extended their learning to christenings. 'That's when they pour water over the baby's head,' was the considered reply.
- The learning sessions are characterised by high expectations of behaviour and work. The adults are enthused, and their excitement helps ensure that the children are motivated and want to learn. In one session, the teacher led the storytelling about the '*Three Little Pigs*'. Using hand

puppets and model straw, wood and brick houses, the children were actively involved in mirroring the story. Their excitement was obvious and, as the teacher skilfully developed their language and counting skills, they learnt without realising it.

- The children's learning also benefits extremely well from the accessibility of the varied resources. Indoors, the pupils develop their fine motor skills by using scissors, or by threading beads onto cut pieces of string. Outdoors, their problem-solving skills are developed through the use of water and sand areas. One boy was observed thinking hard about how he could get the plastic duck to float down the piece of guttering into the water tray. After experimenting with the watering can, he decided a bucket of water would more effectively float the duck.
- The enjoyment and achievement levels are the result of careful assessment of children's skills and planning for their future learning. This assessment and planning focuses on the individual child and reflects high levels of consideration and review by adults to ensure that all children progress rapidly.
- Associates and other adults are very well deployed, are active, and skilled at ensuring that the children lead their own learning.

The behaviour and safety of pupils are outstanding

- The children demonstrate high levels of enjoyment and adopt very positive attitudes to their learning.
- They say they feel safe and show a growing awareness of how to keep safe. 'If we don't drink then our head will hurt,' was the answer from one girl when asked why they had to cover up when going into the sunny outdoor area.
- They are extremely well settled in the provision. This is because of the quality of relationships within the provision, but also results from the carefully planned induction arrangements. For example, all families are offered a home visit and the provision ensures that an interest of the child is identified which can then be offered or recognised on the first day. Also, the key worker is known and a co-worker steps in if the former is absent.
- The children behave extremely well. Their very good moral development is reflected in their knowledge of right from wrong. For example, in one learning session, there was quiet while the adult spoke, and then the children took turns to give their opinion of the letter sound.
- All parents and carers who responded to the online survey believe their children to be safe and would recommend the provision to another adult. The large majority believe the provision handles bullying well. Children said that they are happy and that there were no incidents. They also knew who to go to if they needed help.
- Through very effective modelling, the children learn very well about hygiene matters and healthy living. In lessons, they were observed naming and cutting up fruit, while they participate actively outdoors on a very good variety of climbing equipment and on their tricycles.

The leadership and management are outstanding

- There is clarity throughout the provision about the school's vision: the full development of the children's social, personal and academic potential. The provision conducted work around identifying what summed up a Robert Owen child. This involved staff as well as families and led to the opening up of a whole new language of learning.
- This approach of fine-tuning the provision can also be seen in how leaders seek to keep learning fresh. Research, conducted with a local university, is leading to new approaches to physical development and its effect on extending the brain's thinking capacity.
- Senior leaders use a good wide range of strategies to check on the work of the nursery. This helps them to identify where the provision needs further development. Teaching is observed and

valuable feedback given to staff about how to improve their practice. There is some excellent practice in managing teaching and learning; for example, school leaders use video clips to stimulate discussion about practice and encourage the individual member of staff to self-assess and identify ways forward. This approach has undoubtedly led to the high-quality teaching.

Other leaders take a full part in checking the school's work. In mathematics, the coordinator has focused on number work and introduced more games using a variety of resources.

- In literacy, the coordinator has successfully focused on phonics and training staff in linking sounds and letters.
- The curriculum manifestly meets the needs of the children as it is based on a wide range of topics and activities that appeal to their interests. Additionally, the children experience cultural development through many visits, such as to local museums and to the local community.
- Underpinning the high achievement levels is the tracking system and well-established progress meetings. The system 'Making Children's Learning Visible' uses graphs as well as data to establish starting points and show the individual's progress. This led the nursery to identify a need for more opportunities for children to talk about their learning. A successful scheme was introduced to encourage the children to talk more about the books they access.
- Systems for managing staff performance are very well established, and highly focused on what has gone well and how the provision can further aid development. These systems are linked well to training and professional development, and have helped to develop the confidence and skills of staff. For example, training has had a particular effect on developing the confidence of adults in dealing with mathematics.
- Some excellent partnerships benefit the children. The provision goes through other agencies and individuals to make links with those parents and carers who are not easy to reach. Two family support workers aid the development of positive links. The school has rightly identified that information and communication technology can further aid the development of the children's skills and the ease with which parents and carers can access and support their children's work in the nursery.
- Various partnerships with local schools bring benefits in areas such as the sharing of expertise and resources. Local businesses have given time and volunteers to the provision. The local authority, recognising the quality of the provision, gives only 'light-touch' support. It welcomes the leadership and training which the provision offers to others.
- Safeguarding, child protection, and health and safety issues are very well addressed.
- **The governance of the school:**
 - The governors review the work of the school regularly, including making visits, and hearing and reading reports from school leaders. The many parent governors are well placed to inform others about the parent view. Governors are very well involved in strategic planning and have the aim of ensuring that services for families are integrated as much as possible. They have a clear understanding of how well the children are achieving. Governors have an accurate view of the strengths of the teaching. Performance management is very well used to drive the provision forward. There is no misunderstanding about the need for high-quality teaching and the implications for promotion and salary progression. Governors carry out their statutory duties, especially those relating to health and safety and child protection issues. A trained, designated governor oversees safe recruitment and from the initial job advertisement the need for checks on staff suitability is made clear.

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	100102
Local authority	Greenwich
Inspection number	400390

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 section 49 of the Childcare Act 2006.

Type of school	Nursery
School category	Community
Age range of pupils	3-4
Gender of pupils	Mixed
Number of pupils on the school roll	135
Appropriate authority	The governing body
Chair	Laura Brown
Headteacher	Fiona Kemp
Date of previous school inspection	3–4 February 2010
Telephone number	020 8858 0529
Fax number	020 8393 3572
Email address	headteacher.robertowen.greenwich@lgfl.net

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: 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.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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.

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

