

Sumner Nursery School

The Ann Bernadt Early Years Centre, Chandler Way, London, SE15 6DT

Inspection dates 27–28 November 2013

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

Summary of key findings for parents and pupils

This is a good school.

- This is a nurturing, inclusive and supportive nursery where children make good progress from well below expected starting points and achieve well.
- Parents are very appreciative of all that the nursery does for them and their children. They value the commitment of staff and say, 'It's just like a big, friendly family.'
- All groups of children achieve well because teaching is good. Staff prepare a wide range of interesting activities inside and outside and relationships between adults and children are excellent.
- Disabled children and those who have special educational needs are supported very well and make good gains in their development because staff are well trained in providing activities that meet their needs well.
- Children enjoy their time in the nursery. Children from all different backgrounds play well together, are happy, behave well and feel safe and secure.
- Senior leaders, including the governing body, work effectively together and have successfully maintained the school's good teaching, good achievement and good behaviour since the previous inspection.

It is not yet an outstanding school because

- Opportunities for children to independently read, write and develop number skills are not always promoted in both inside and outside areas.
- The two classrooms are sometimes organised so that the teacher-led sessions are focused on different areas of learning. A few children who either choose to stay in their main classroom or who are not confident to move between the two classrooms sometimes, as a result, miss out on experiencing these activities.

Information about this inspection

- The inspector spent over six hours observing teaching and learning, mostly in joint observations with the headteacher.
- Discussions were held with the headteacher and deputy headteacher, the special educational needs coordinator, other staff, the Chair of the Governing Body, a representative of the local authority and some parents.
- The inspector observed the school's work and looked at a number of documents including the school's checks on its own progress, development plans, information on children's progress and achievement, including children's special books, and the safeguarding documents and procedures.
- The inspector took account of 18 responses to the Ofsted online survey (Parent View) and five responses to the staff questionnaire.

Inspection team

Margaret Coussins, Lead inspector

Additional Inspector

Full report

Information about this school

- Sumner is an average-sized nursery. The school roll has dropped since the previous inspection and there are currently two main teaching classes. There is flexible attendance. Children attend all day or for morning or afternoon sessions or a mixture of both.
- The vast majority of children are from a very diverse range of minority ethnic backgrounds, with the largest group from Black African backgrounds, predominantly of Nigerian origin.
- One half of the children speak English as an additional language and one half of these are new to English.
- Just under a fifth of the children are supported through early school action plus or with a statement of special educational needs, which is a higher proportion than found nationally.
- The children's centre and the provision for children under three years old share the school site, but are subject to separate inspection arrangements.

What does the school need to do to improve further?

- Increase children's opportunities to develop their reading, writing and number skills independently by:
 - ensuring that all areas of the school promote these skills, and staff consistently provide children with opportunities, resources and reasons to read, write and count in all aspects of their play.
- Ensure that all children have access to the variety of activities provided in all areas of learning.

Inspection judgements

The achievement of pupils is good

- Achievement is good because children from all groups make good progress from their starting points, which are generally well below those expected for their age when they start at the nursery. As a result, by the time they leave the nursery, children have made good gains in their learning and they are close to achieving the expectations for their age.
- Much of children's learning is through their play inside and outside. As a result, they are very active for most of the time and make particularly good progress in their physical development. They are confident to climb, jump, run, ride and build and develop stamina and determination, for negotiating around obstacles on bikes and as seen when a group created a 'run' of upturned crates.
- Not surprisingly, children who attend the nursery for more terms than others make the best progress.
- Disabled children and those who have special educational needs also make good progress and sometimes better progress than others. They benefit from individual guidance and support in small group sessions that help them to make particularly good progress.
- Children at the early stages of learning English quickly build up their spoken English skills because adults model language effectively and help children to increase their vocabulary through activities that are very visual and practical. Small, well-focused group work helps children develop their understanding and use of English while they are playing imaginatively with staff and each other. They learn well from each other, as seen when one boy counted numbers to ten in his home language and his friend repeated the numbers in English.
- Children enjoy sharing stories and books with adults and often choose to look at books on their own. They develop early skills in reading, know how to handle books and are aware of words that rhyme. Through joining in with actions and role play during storytelling and singing, they develop enjoyment of shared reading.
- Children are keen to join in activities as soon as they arrive for their sessions and often show sustained interest, concentration and resilience in what they are doing. For example, one child was determined to get her paper into the narrow slot of a stapler and stuck with it until she succeeded.
- Routines are quickly established and children develop their independence quickly. They know, for example, to put their coats on before going outside when the weather is wet and cold or to put an apron on when doing messy things. The children who stay to lunch are involved in passing around plates to others sitting at their table and they clear away their own plates and cutlery. When they arrive, children find their own name card and match it to their photograph.
- Fun activities led by adults help children to develop mathematical skills. Children were observed counting conkers into buckets, counting money and counting the items on the café menus. This helped them to practise their knowledge of numbers.
- On occasion, however, children do not learn as rapidly as they might through independent play and exploration. This is because resources are not always readily available for them in different areas to 'have a go' at reading, writing and numbers.

The quality of teaching is good

- Interesting adult-led activities capture children's interest and help children to develop new skills quickly. Children enjoy making products from 'play doh' in the bakery to sell in the café and staff encourage their learning, through the role play, in number, shape, communication and writing.
- Teachers and all support staff work together well as an effective team to ensure that a wide variety of resources and stimulating and motivating activities are available inside and outside for children to choose from for themselves.

- Staff make careful observations of children’s interests and enthusiasms and use the information to plan activities and challenges to help children extend their interests. For example, a focus on superheroes motivated all children, and boys in particular. Children enjoy role play and dressing up, and are encouraged to be imaginative and creative.
- Staff interact well with children and successfully develop children’s enquiry and thinking skills with skilled questioning to scaffold their learning, particularly for the most able. This was an area to improve in the previous inspection.
- Relationships between adults and children are excellent. Staff know the children well and provide a calm, purposeful atmosphere for learning.
- Teachers keep track of children’s achievements in their ‘special books’. Children are very proud of these and happy to show and tell the inspector about the work and photographs that document their progress.
- Children enjoy finding things out for themselves, for example recognising and counting numbers and pegging them up in order. However, sometimes, teachers do not maximise opportunities to promote children’s reading, writing and number skills by not providing enough signs, labels and reading, writing and number resources in all areas, inside and outside, for children to engage with independently.

The behaviour and safety of pupils are good

- Children from a wide variety of different backgrounds work and play together well and staff are very positive role models. From adults’ examples, children learn to respect each other, adults and their environment.
- Children behave well. They learn how to take turns, share and help each other out and so develop good social skills. For example, one boy, without any adult prompting, offered to help another who could not get a top off a colour stick, and children regularly and independently use sand timers to denote when their time is up on the computer, for example. On the few occasions when some children show they have not yet fully developed these skills, which is why behaviour is not yet outstanding, they are reminded in sensitive and positive ways about the behaviour that is expected.
- Parents are confident that good behaviour is promoted and that should any bullying occur staff will deal with it quickly and fairly. School records show that behaviour is typically good over time, with no incidents of bullying or discrimination.
- Adults help children learn how to take precautions to keep themselves safe and healthy. Children understand why they wash their hands before eating and after going to the toilet. A couple of children who were running races outside could explain to their teacher the impact this had on their bodies.
- Children say they feel safe and that their teachers and all the staff are kind and friendly. All parents who responded to Parent View, and those that the inspector spoke to, agreed that their children are happy at school, feel safe and are well looked after.
- Children show kindness and acceptance of differences between themselves and others, including children who have profound disabilities.
- Staff skilfully support children who are new or find it hard to settle and who become distressed to leave their parents.
- Most children attend their agreed sessions regularly and are punctual to school. Staff monitor this carefully and call parents when a child is absent to find out what is wrong. The school, through working closely with parents, encourages them to bring their child to school regularly.

The leadership and management are good

- The headteacher provides highly effective and inspirational leadership for the school. She is resolute in bringing out the best in the children and staff and improving outcomes for children

and their families.

- The headteacher is very well supported by the deputy headteacher and, together with the special educational needs coordinator, they form a strong leadership team that has successfully maintained the school's good overall effectiveness since the previous inspection, demonstrating the school's capacity to improve further. Improvements since the previous inspection include better systems to check and track the progress children make, and teachers now use this information effectively to plan children's next steps.
- Leaders create a very positive and welcoming ethos for children and parents. They are experienced, have good understanding of child development and are committed to providing meaningful experiences for all the children. Strong leadership has a positive impact on the learning of vulnerable groups, in particular disabled children and those with special educational needs.
- Leaders, including governors, work well together to accurately check the quality of the impact of the school's work. Monitoring of teaching is regular and detailed. Appropriate priorities for development are identified and used to plan what the school needs to do to improve further. For example, additional training is provided for all staff in teaching children to link sounds and letters (phonics).
- The curriculum is organised so that each of the two classes are set up to provide different teacher-led learning opportunities and activities. Children are able to move from class to class to experience these and many do. A few, however, do not yet have the confidence to move from 'their base' and so sometimes miss out on specific areas of learning.
- Children's personal, social and emotional development is given high priority to foster children's well-being. The curriculum is enriched with many special events throughout the year, involving children and families. For example, a creative day was very much enjoyed and appreciated by parents. One wrote afterwards, 'I thought it was great. The kids and parents had so much fun and it gave them a chance to explore and be creative with their minds.'
- Parents are very appreciative of the nursery and many agreed with one parent who said that all the staff 'go the extra mile' for them and their children. The school works exceptionally well with parents to involve them in children's learning and to help remove any barriers to learning, particularly for children and families who may be vulnerable.
- Children's spiritual, moral, social and cultural development is promoted very well and is firmly embedded in all that the school does. The diversity within the school community is celebrated and the inclusive ethos ensures that children learn well in a happy, nurturing environment without fear of any discrimination based on their ethnic origins and cultural backgrounds.
- Links with the children's centre and the provision for children under three are very strong and enable the school to support children well when they move to the nursery.
- Safeguarding procedures meet requirements and are well known and implemented by all staff to keep children safe.
- The local authority works well with the school and provides appropriate light touch support for this good school.
- **The governance of the school:**
 - Governance has improved since the previous inspection. The governing body has the skills and expertise to review its work to further improve its effectiveness. Governors look at the information the school gathers about children's achievement in order to check how well children make progress. They work closely with leaders with a shared determination to drive improvements. They know what the school does well and what the priorities for improvement are. They take their role in performance management seriously and make sure there are clear links between children's progress, teaching quality and the impact on children's learning. Governors have a good understanding of the strengths and areas for development in teaching. They visit the school regularly to monitor its work and support its leaders.

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	100768
Local authority	Southwark
Inspection number	425488

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	78
Appropriate authority	The governing body
Chair	Oliver Kempton
Headteacher	Georgie McCall
Date of previous school inspection	1–2 December 2010
Telephone number	020 75251199
Fax number	020 77032891
Email address	headteacher@annbernadt.southwark.sch.uk

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

