

# Crosfield Nursery School and Children's Centre

Elborough Road, South Norwood, London, SE25 5BD

**Inspection dates** 4–5 February 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- This is a happy school where children enjoy learning. It is popular with staff and parents. Children are cared for very well.
- Leaders and governors make sure that children with a range of abilities and needs make good progress in their learning and achieve well.
- Leaders and governors work well together to secure good quality teaching.
- Since the previous inspection, teaching and children's learning have improved. Day-to-day planning for each child's learning is good.
- Children's behaviour is good. Adults successfully manage the behaviour of a few children who have difficulty settling.
- Adults focus strongly on children sharing and taking turns. As a result, children play well together and are considerate to others.
- Children are kept safe and are taught how to keep themselves safe.
- The quality of teaching is consistently good. Adults plan successfully to meet each child's needs and to build their independence.
- Adults develop children's language and number skills successfully. Books are used particularly well to teach new skills, and also to calm children who are unsettled.
- The school promotes children's spiritual, moral, social and cultural development effectively. The attractive outdoor spaces are used particularly well to stimulate children's imagination.
- Singing is used effectively to promote language development, and also to bring the children together in a shared experience.
- The school is inclusive and celebrates diversity. Children are taught to get on well with one another. They are prepared effectively for growing up in modern Britain.
- Disabled children and those who have special educational needs learn particularly well, because their needs are successfully met.
- The inviting and well-chosen activities promote good learning for all, including the most able and those who speak English as an additional language.

### It is not yet an outstanding school because

- Leaders do not always make the information they have on children's progress clear enough. This makes it difficult for governors and other interested parties to get a full picture of how well the children are learning.
- Children using computers are too often left to their own devices and not shown how to make full use of the available programs.

## Information about this inspection

- The inspector looked at the children's learning in the indoor and outdoor play areas, together with the headteacher and her deputy. She also observed the children eating lunch, tidying up and taking part in group story sessions. The inspector visited the breakfast club and observed a staff planning meeting.
- The inspector held meetings with the headteacher and the deputy headteacher and met two representatives from the local authority. She also met the Chair and Vice-Chair of the Governing Body, and one other governor.
- The inspector took account of responses to a questionnaire from 14 members of staff.
- The 15 responses to Parent View, the online survey, were considered. The inspector also spoke to parents, grandparents and childminders and took account of the school's own surveys of the parents of children who left the school in 2013 and 2014.
- The inspector looked at a range of documents. These included the school's own views of how well it is doing, its plans for the future and the minutes of meetings of the governing body.
- The inspector looked at information on the children's attainment and progress and examined records relating to behaviour and safety.

## Inspection team

Natalia Power, Lead Inspector

Additional Inspector

## Full report

### Information about this school

- Crosfield is larger than the average-sized nursery school.
- Most children come from minority ethnic heritages. This proportion is higher than average. Children come from a wide range of backgrounds, with no one group predominating. Over a quarter of the children speak English as an additional language, and this proportion is higher than average.
- Around a quarter of children are disabled or have special educational needs, and this proportion is higher than average.
- Most children attend part time. Around two thirds attend for five mornings or five afternoons a week. A fifth of children stay all day on one or two days, and make up the rest of the fifteen hours to which they are entitled with morning or afternoon sessions. The rest, around one child in eight, attend full time.
- The school runs a breakfast club, which was seen during the inspection. After-school care is managed by an outside provider and is inspected separately.
- The school is the designated lead centre for a four-centre delivery model. The group is inspected under the children's centre inspection framework.

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

- Set out clearly, in a form everyone can understand, the information recorded by the school on the progress made by the children from the time they join to the time they leave. This will help governors and other interested parties to understand how well the children are doing and to ask the right questions.
  - Make sure that children using computers are given more help, so that they learn how to use the available programs. This will help children develop the skills the programs are intended to teach.
-

## Inspection judgements

### The leadership and management are good

- Leaders, working in effective partnership with governors, have created a happy and caring school which is an important part of the local community. Parents told the inspector that their children are safe at the school and love coming to it. A typical comment from one parent was 'The school treats each child as an individual.'
- Leaders are always seeking ways of improving the school. They have created a culture where all members of the school community feel valued. As a result, children learn well and behave well. Staff show, through their entirely positive responses to the survey of their views, that they feel supported.
- Although the school was graded good in the previous inspection, as now, it has not stood still. Key areas of its work have improved. Teaching is consistently good and the leadership structure has been strengthened.
- Leaders and staff plan successfully for each child's needs, and any child at risk of falling behind is quickly given the right kind of support.
- The systems used by Crosfield to record children's progress are complicated. Leaders understand them, and this ensures that children's needs are met successfully. However, governors and other interested parties cannot always see how well children are doing and how their progress compares with that of children in other schools. It is therefore difficult for governors to ask sufficiently searching questions.
- Leaders work effectively with a range of outside agencies to help whole families, as well as individual children. Children at risk of not doing as well as they should benefit from this effective support and quickly settle into the school's routines. Those with a range of additional needs make particularly good progress because their needs are identified quickly and they are effectively supported.
- Leaders check the quality of the teaching regularly. They observe all aspects of school life, including children's learning activities and lunch arrangements. Leaders offer staff and other adults valuable advice on how to improve what they are doing. There are clear systems for helping staff to move up the pay scales and for tackling any underperformance.
- In such a small school, there are no middle leaders. Instead, all staff support senior leaders in ensuring that children's activities are well planned.
- Since the last inspection, the local authority has focused more on the training of staff and governors than on regular monitoring visits. The findings from the local authority's most recent visit were very much in line with the inspection's findings.
- The activities offered to the children are wide-ranging and stimulating, both indoors and in the attractive outdoor play areas. Adults encourage children to choose their activities and to see them through. This develops children's concentration and gives them good habits that will serve them in good stead as they grow up.
- Leaders and staff work together effectively to make sure that children's behaviour overall is good. All adults are quick to recognise when individual children are having difficulty settling to the school's routines, and planning for these children's needs is very effective. Most children behave well because they have a wide range of activities that keep them busy.
- The school is inclusive, and all children have an equal opportunity to learn well. School records show that there is no discrimination against anyone. The school celebrates diversity and those from all backgrounds and heritages get on well with one another. They grow up with healthy attitudes, and are prepared successfully for life in modern Britain.
- The school maintains robust safeguarding procedures that meet statutory requirements. Governors make regular site visits to make sure children are safe. Staff and other members of the school community are checked to ensure that they have been cleared for working with children.
- **The governance of the school:**
  - The governing body is committed to getting the best for each child. Governors question at every meeting how their decisions will directly benefit the children. A core of the governing body is long serving and all governors know the school well. They visit the school and check its work for themselves. They see how the children are learning and share their findings with other governors.
  - Governors set clear targets for senior staff to ensure that the school continues to improve. They support staff training and ensure it benefits the school. They keep a watchful eye on the quality of the teaching so that good teaching is appropriately rewarded and any underperformance is quickly tackled. In these ways, governors ensure that the school gets good value from its staff.
  - Governors know in general terms that the children are all doing well. At the same time, they

recognise that the figures about children's progress that are reported to them are not always clear. The minutes of governors' meetings show that governors properly question leaders, but also that they have not been able to probe how well children are doing in comparison to those in other nursery schools. In other ways, the school's governance is very effective in ensuring that the school's work continues to improve.

## **The behaviour and safety of pupils** are good

### **Behaviour**

- The behaviour of children is good. For the most part, they get on well with one another. This is because adults are always at hand, urging children to share the play materials and to take turns in using the equipment. Adults make sure children understand how to be fair to one another. For instance, they show children how to use sand-timers to let them know when it is time to let another child have a turn.
- The school is a caring one, and the children feel safe and supported in its warm environment.
- Several parents told the inspector that the school supports the whole family, not just the children. There are effective links with the community, and with the group of children's centres managed by the school, that help children and their families get the support they need.
- Although, for reasons of space, the school cannot provide hot lunches for the children, it makes lunchtimes as pleasant as possible for them. Children sit at family-style tables, together with adults, and eat their packed lunches from plates, using the cutlery provided. Adults take care to teach children good manners and to tidy up their food wrappers.
- Children who come to the breakfast club have healthy food and an enjoyable range of activities. The adults are caring. They, too, encourage children to have good manners, and not to talk with their mouths full.
- The inspector judged that attendance at Crosfield is good and reflects the children's enjoyment of school.

### **Safety**

- The school's work to keep children safe and secure is good. Governors and leaders check that the site is secure, and that all risks have been thought about in advance of trips and visits. School records show that any bumps and bruises, particularly those to the head, are carefully recorded and discussed with parents.
- Those in charge of protecting children clearly understand the procedures they need to follow if an incident occurs. They make sure that any allegations or disclosures a child might make are properly and speedily referred to the right authorities.
- Leaders and governors make sure that those who work with children are rigorously checked. They make sure that adults are trained and know what to do if there is a medical emergency.
- Leaders are aware of risks from food allergies. For example, nuts are not allowed on the premises, and adults make sure that packed lunches do not contain nuts.
- As well as keeping them safe, the school encourages children to be independent. There are plenty of opportunities for them to feel they are in the middle of an adventure, for instance when they are climbing the ladder to the tree house or riding their tricycles up a low ramp and along a wooden platform. Children are also encouraged to use a knife to cut up the fruit for their snack, under the watchful eye of an adult.

## **The quality of teaching** is good

- All staff and the other adults in the school know the children well and plan successfully to meet their needs. They are given the right level of challenge to enable them to learn well.
- Adults use every opportunity to promote children's speaking and language skills. For example, when a child blew bubbles, the adult encouraged another child who was watching to join in, and the two children then had a conversation about the bubbles and how to burst them.
- Literacy is developed well. Children are encouraged to make marks as a precursor to writing. A group of children were very involved in a game of 'letter bingo'. In this activity, children not only had to match the sound of a letter to the letter on their card, but remember where the letters were when

they were turned over.

- Reading is a particularly important activity. Books are always to hand. Restless children quickly become absorbed by a book, and this shows that they enjoy looking at the pictures and hearing the adults read to them.
- The adults miss no opportunity to develop children's mathematical skills. Many books in the story sessions involve numbers, such as *Five Little Ducks*, which promotes an understanding of subtraction.
- The children love music, and the inspector observed how they spontaneously gathered together to play percussion instruments and join in the singing. Adults use singing effectively as a way of developing children's language skills and also to bring them together in a shared experience.
- The adults plan well for the next day's activities, taking account of the children's interests. For example, noticing that the children enjoyed bricklaying with realistic-looking bricks, they discussed how to enhance the children's experience by getting the consistency of the mortar right. The next day, the inspector observed children playing enthusiastically with the bricks, and experimenting with laying bricks with wet and with dry sand. In such ways the adults encourage children to be independent and to stick with tasks and not flit from one to another.
- Children using computers are sometimes expected to be independent when they actually need a little adult intervention to help them understand how to get the most from the educational computer programs.
- The school promotes children's spiritual, moral, social and cultural development strongly. Adults encourage children to play imaginatively. The inspector particularly enjoyed one activity where a group of children, boys as well as girls, wheeled their babies in prams to the doctor. Some dolls had a tummy-ache, others were 'freezing', and one child said mournfully, 'My baby's really, really sick and she'll never get better.' For a while, the children were transported into a different world.
- The outdoor play areas also have a strong appeal to children's imagination, and there are secret winding paths where the children can imagine themselves far away. The school provides many opportunities for the children to come into contact with nature, for instance by looking for 'mini-beasts' in the garden or in the safely covered pond.
- All the adults observe the children closely and check their learning. These observations, and the accompanying pictures, provide a valuable record, shared between school and home, of the good progress made by the children.

**The achievement of pupils**

**is good**

- Children make good progress in their learning during their time at the school. Children from all backgrounds and heritages do well and no group falls behind.
- The most able children benefit from the additional challenge which staff offer to them in their story-time session. A group of able children enjoyed sorting pictures of objects beginning with 's' or 'a' into groups. When a new letter, 't', was introduced, the children enjoyed guessing which objects pulled out of a bag began with 't'. One child exclaimed 'It sounds like two.'
- Disabled children and those who have special educational needs make particularly good progress. The school acts quickly to identify their needs and to set up highly effective support. The school draws on the skills of a range of visiting specialists. The inspector saw how one child was patiently encouraged to use language by a visiting expert, who built on the child's interests to engage him fully.
- Those at an early stage of learning English are taught language through visual symbols and gesture to reinforce their understanding of vocabulary.
- All children make good progress from starting points which vary greatly, but which are generally below or well below those typical for their age. By the time they leave the school, they have gained skills that are typical for most children of their age and are ready to move confidently to the Reception Year.

## 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

<b>Unique reference number</b>	101702
<b>Local authority</b>	Croydon
<b>Inspection number</b>	447906

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Nursery
<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>	101
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Clark Dunstan
<b>Headteacher</b>	Jaqi Stevenson
<b>Date of previous school inspection</b>	5 March 2012
<b>Telephone number</b>	020 8654 7566
<b>Fax number</b>	020 8654 7352
<b>Email address</b>	administrator@crosfield.croydon.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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 and 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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

