

The Norwegian Kindergarten in London

28 Arterberry Road, London, SW20 8AH

Inspection dates 14–16 April 2015

Overall effectiveness	Outstanding	1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

Summary of key findings

This is an outstanding school.

- Children achieve exceptionally well and make outstanding progress in all areas of learning because teaching is outstanding.
- Children are provided with an excellent range of activities that captivate their interest. Arrangements for learning outdoors are exceptionally well developed.
- Behaviour is outstanding. Children love learning and are always completely engaged in activities that help them learn new things.
- Systems to keep children safe are robust. Staff have created a remarkably calm and happy environment where children are exceptionally well cared for and supported. As a result, all children are very happy and comfortable in their surroundings.
- Children's spiritual, moral, social and cultural development is promoted exceptionally well. Children receive excellent grounding in the attributes that will help them succeed in modern society.
- Leaders and managers have ensured that all subjects and activities are exceptionally well considered and planned. This helps all children thrive in all aspects of their learning.
- Governors consistently challenge senior leaders to improve. As a result, all the independent school standards are met.

Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspector visited a number of classrooms and observed children's learning. He scrutinised children's work and held meetings with senior leaders, governors and staff.
- The school's documentation was checked, including schemes of work, teachers' planning, assessment records and records pertaining to safeguarding, welfare, health and safety. The inspector checked the school's compliance with the regulations for independent schools.
- There were insufficient responses to Ofsted's Parent View online questionnaire to be considered during this inspection. The inspector considered five questionnaires returned by staff.

Inspection team

Chanan Tomlin, Lead inspector

Additional Inspector

Full report

Information about this school

- The Norwegian Kindergarten in London is an independent school registered for 36 boys and girls aged three to six years. It was originally part of The Norwegian School in London that was established in 1981 for Norwegian expatriate children, temporarily resident in London. It registered separately from the school in August 2014 and this was its first inspection as a separate entity.
- Admission to the school is non-selective. There are currently 32 children on roll, two attending part time. No child has a statement of special educational needs or receives public funding.
- The kindergarten is non-denominational and follows the Norwegian curriculum where children do not begin formal learning until they start school at age six. The vast majority of children (over 90 percent) that attend the kindergarten are temporary residents of this country and speak Norwegian as their first language. The kindergarten does not accept children that are six years old at the beginning of the academic year.
- The school uses an off-site training alternative provider for tennis that takes place weekly at a local tennis club.
- The kindergarten aims to 'acknowledge the intrinsic value of childhood'. Its mission statement sets out its purpose to 'contribute to children's well-being and joy in play and learning and to be a challenging and safe place for community life and friendship'.
- The kindergarten is a registered charity with a board of six members.
- The whole school's last standard inspection was in October 2012, when it was judged to provide a good quality of education.

What does the school need to do to improve further?

- Further enhance the quality of teaching by improving provision for information and communication technology (ICT) and ensuring that it is used to best effect across all subjects.

Inspection judgements

The leadership and management are outstanding

- Outstanding leadership and management have ensured that all children make outstanding progress in all of the seven areas of learning specified in the Norwegian curriculum, including literacy and numeracy.
- Leaders of the kindergarten place great emphasis on self-review; they have a clear understanding of the Norwegian curriculum and how it can best be implemented in this country to provide children with the best possible benefits.
- The leadership of teaching is outstanding. Leaders and managers have created a drive amongst staff to secure the highest levels of achievement for all children and groups of children. This has resulted in consistently excellent teaching that helps all children achieve outstanding standards.
- Senior leaders spend the majority of every day helping children learn and checking teachers' performance and effectiveness. This helps ensure exceptionally high quality teaching that is consistent, contributing to outstanding standards of achievement.
- All staff are provided with high levels of training that help them understand and utilise newly-developed teaching strategies and learning initiatives that benefit children in the setting.
- Assessments are very secure and children's progress towards the expected goals is tracked very thoroughly. Information from assessments is always analysed carefully to help teachers plan lessons that help children make outstanding progress.
- The headteacher and deputy headteacher communicate exceptionally high expectations to teachers. They have successfully created a calm, purposeful learning environment where all children behave exceptionally well, engage fully in learning and are very keen to learn and experience new things.
- Senior leaders are in the process of creating a development plan that will set out clear actions to improve the school even more.
- Senior leaders promote equal opportunities effectively, tackling discrimination and fostering excellent relations amongst staff and parents.
- The school promotes the spiritual, moral, social and cultural development of pupils exceptionally well. Pupils grow in self-esteem and self-confidence exceptionally well because they are regularly complimented by adults and each other when they succeed in their learning.
- Staff place great emphasis on helping children improve the ways they communicate and socialise with each other. This helps them gain a keen understanding of each other's needs and helps them understand how they can help each other. For example, older children often help younger ones put on their coats and boots before they go outdoors.
- Staff act as excellent role models; they encourage children always to be considerate and respectful. The impact of this is that children understand what is right and what is wrong and are very well prepared for life in modern society, whether in Britain or on their return home to Norway.
- Children learn about other faiths and cultures well through topic work, activities and trips. For example, they learn about children from different parts of the world, sample different ethnic foods and visit different places of worship. The impact of this is that children see everyone as equal and are interested in people's differences.
- Children are offered a wide range of activities that captures their interest and helps them achieve exceptionally well. The current premises cannot facilitate a programme of free-flow activities between the indoor and outdoor areas, and this is not a requirement of the Norwegian curriculum. However, the programme of outdoor learning is exceptionally well developed. Children learn outdoors every day, regardless of the weather, and enjoy activities in nearby woods and parklands every week.
- Physical development is promoted exceptionally well through a wide range of sporting activities, including weekly tennis lessons.
- Leaders and managers have ensured that all the requirements of the early years and independent schools standards are met.
- The proprietors have established robust policies and procedures that help keep children safe; these fully meet the most recent guidance. Arrangements for the recruitment of new staff are robust. Safeguarding procedures fully meet the requirements. The school works well with external agencies to ensure that pupils are safe.
- **The governance of the school:**
 - Governors are very involved in all aspects of the school's activities. They are fully aware of the quality of teaching, how well children are achieving and how teachers are helped to improve.

- Governors hold leaders and managers to account for all aspects of their work, challenging them on how they can improve the setting and providing them with high levels of support. This helps generate a highly successful drive amongst all staff to secure exceptionally high standards of personal development and outstanding achievement for all children.

The behaviour and safety of pupils

Behaviour

- The behaviour of children is outstanding. Children are always fully engaged in learning, both indoors and outdoors, and are always excited to learn new things. They take to learning naturally. This is evident even during break times when children use the many resources provided to engage in activities that help them learn. For example, children practised balancing, tree climbing and experimenting with water on their own with minimal guidance from adults. As a result, they achieve exceptionally well and make outstanding progress in all areas of learning.
- Children get along very well together and with adults. They are always keen to do their very best and frequently ask adults for help when they need it. For example, a small group of children who were weaving on their own looms created lovely patterns, but were happy to ask adults for ideas on how to perfect their work.
- Children are prepared to help each other when they can. For example, children who were completing an English worksheet on 'emotions' helped each other connect words to pictures without being prompted by adults.
- Children are at ease when new people visit the setting. They are very courteous and approach visitors on their own to make them feel welcome.
- The setting fosters a real sense of community. Parents are very involved in all aspects of the kindergarten, often spending time with their children. Every Friday they send in food that is shared at a buffet; this contributes to the pride of the children in their Norwegian culture and the feeling that they are part of a vibrant school community.
- Children start to learn about differences between people through exceptionally well-considered and planned topic work. They demonstrate respect for all people; this is evident in the extraordinary care that they show for friends with disabilities. The impact of this is that they are friendly and welcoming and see everyone as equal.

Safety

- The school's work to keep children safe and secure is outstanding; this is reflected in a robust child protection policy that features on the school website. Staff develop very warm relationships with children. Children are happy to turn to staff whenever they need assistance because they know that they will always be listened to and supported effectively. The impact is that all children feel safe, secure and very well cared for.
- The health and safety policy is robust and includes procedures for educational visits and risk assessments. The school has a good level of fire safety; all equipment is checked regularly and a fire risk assessment was conducted recently.
- Children learn about the ways that they should treat each other, friendship and sharing. They get along together very well and no child is ever isolated.
- Parents say that the school is a very safe environment for children. Attendance is above average and activities always start on time.

The quality of teaching

- The quality of teaching is outstanding. As a result, children make outstanding progress in their fine motor, literacy and numeracy skills. Teaching, both indoors and outdoors, is always planned to provide an excellent balance of activities covering all areas of learning.
- Teachers know children very well and have a thorough understanding of their needs and aptitudes. They carefully record the progress that children make and use this information to plan activities with high levels of challenge. As a result, children achieve exceptionally well and make outstanding progress in all areas of their learning.
- Teachers promote pupils' speaking and listening skills consistently through constant discussion and carefully considered activities.

- Teachers' expertise in using appropriate teaching methods and strategies is used very effectively to help all children learn well. Teachers always use a wide range of resources to captivate fully children's interest and to maintain exceptionally high levels of learning.
- An excellent range of resources facilitates outstanding learning, especially in the outdoors. Activities are always planned with a clear learning intention. As a result, children thoroughly enjoy activities and are always purposefully occupied.
- Teachers help children develop their reasoning and deepen their understanding by providing them with careful guidance and well-considered questions. This helps children of all abilities make quick and sustained gains in their learning.
- ICT is used to support topic work when children watch videos and listen to audio recordings. Children also have some access to computing equipment to support other aspects of their learning. However, ICT is not used regularly to help all children learn across all subjects. As a result, children lose some opportunities to improve their ICT skills. Senior leaders are currently considering purchasing interactive whiteboards to meet this need.

The achievement of pupils

- Children achieve well and make outstanding progress in all of the required areas of learning and development. This is because all activities are supported with excellent planning and schemes of work, and progress is assessed very effectively against children's individual targets. As a result, children are exceptionally well prepared for their next stages.
- The most able children and those who find learning more difficult are challenged exceptionally well in all of their learning through highly effective teaching. As a result, all children make progress that is consistently outstanding.
- Children make excellent progress in relation to their varying starting points towards achieving the seven learning areas. They join Nursery with personal, social and emotional skills appropriate for their ages and make outstanding progress throughout their time in the setting. This is reflected in the confidence children have when speaking to visiting adults, the ways that they interact with each other and their awareness of the needs of others.
- Records indicate that children start at levels expected for their ages and make consistently excellent progress during their time in the setting.
- All children learn to count accurately, know the sounds that letters make, and can read and write simple words in Norwegian and English very capably. As a result, all children are very well prepared to learn how to read by the time they join Year 1, in accordance with the Norwegian curriculum.
- English teaching assistants help children learn basic English well, through discussion, reading stories and pointing out the similarities between English and Norwegian.
- Teachers carefully record the progress that children make and use this information to plan activities with very high levels of challenge. As a result, children achieve exceptionally well and make outstanding progress in all areas of their learning.
- The school meets the requirements of all the independent school standards related to the quality of the education provided.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	141023
Inspection number	462894
DfE registration number	315/6007

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Foreign language nursery
School status	Independent school
Age range of pupils	3–6
Gender of pupils	Mixed
Number of pupils on the school roll	32
Number of part time pupils	2
Proprietor	The Norwegian Kindergarten in London Ltd
Chair	Mrs Elin Bruun-Jansen
Headteacher	Ms Marina Tate
Date of previous school inspection	2–3 October 2012
Annual fees (day pupils)	£8,700–£11,800
Telephone number	0208 947 7983
Fax number	N/A
Email address	mail@norwegiankindergarten.org.uk

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