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15 May 2017

Ms Rebecca Sherwood  
Headteacher  
Kintore Way Nursery School and Children's Centre  
Grange Road  
London  
SE1 3BW

Dear Ms Sherwood

### **Short inspection of Kintore Way Nursery School and Children's Centre**

Following my visit to the school on 25 April 2017 with Madeleine Gerard, Senior Her Majesty's Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be outstanding in September 2013.

#### **This school continues to be outstanding.**

The leadership team has maintained the outstanding quality of education in the school since the last inspection. This is the second time that Ofsted has judged the school outstanding. Congratulations to you and your staff on this achievement.

You share great practice with other schools. Your school is now part of a soft federation and supports partner schools.

Your drive and determination for children to succeed is strongly established throughout the school. Your staff team demonstrates that it shares your vision and ambition for the children. You have created a culture of trust and mutual respect. Your staff are highly motivated and fully committed to the school and children. As a result, children are happy, very confident and trust staff.

You ensure that the curriculum is exciting and matches the needs and interests of all the children. Children have lots of opportunities for real-life experiences both in and outside of school. The school maximises opportunities for children to learn in classrooms and in outside spaces, as well as the local area. Visits and attractions across London are used to broaden experience and stimulate children's interest. This enhances children's learning and language acquisition effectively.

Children are given lots of problem-solving opportunities. Learning environments are well planned and set up with activities that capture children's interests and motivate them to

think hard. Children are articulate and thrive in school, demonstrating exemplary learning behaviours. Children achieve exceptionally well and leave nursery school very well prepared for their next stages of learning.

Parents and carers speak very highly of the school. They are proud of the school. In the survey, all parents who responded confirmed that they would recommend the school to another parent. One parent's comment, typical of many, was, 'I'm extremely happy with the nursery and can't recommend it enough.' Parents appreciate the nurturing environment created for their children. They have constant feedback from staff and know their children are making excellent progress in their learning and development. Parents of children who have special educational needs and/or disabilities are very happy with the school's inclusive practice. They speak effusively about their children's fantastic development. The school is able to settle their children in quickly and focus on their learning.

### **Safeguarding is effective.**

You ensure that safeguarding is a high priority across the school so that all staff understand the key role they play in keeping children safe. Staff are highly knowledgeable and confident regarding safeguarding issues. They know the school's safeguarding systems and procedures thoroughly. Staff know how to identify possible warning signs that a child may be at risk of harm. Staff understand exactly what leaders expect them to do should any safeguarding issues arise. You make sure that staff training is regularly updated. They are highly sensitive to issues around safeguarding and the well-being of children in the early years.

Strong record-keeping systems are in place. The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Should any concerns arise, staff who have specific safeguarding responsibilities take swift and effective action. You have built very effective partnerships with outside agencies in order to safeguard children. Leaders are trained in safer recruitment.

Parents spoke of their trust in the school in keeping their children safe. In the survey, all parents who responded were confident that their child is well looked after and feels safe in school. The school makes information available for parents on keeping their children safe. Through regular workshops and links with the children's centre, parents develop an awareness of a wide range of safeguarding issues.

During informal discussions with children, they told me they feel safe and able to talk to adults about any worries. Staff and children have warm professional relationships. This was observed throughout the school.

### **Inspection findings**

- We agreed that during the inspection I would explore how well the school makes sure all groups of children, including the most able and children who speak English as an additional language, make rapid progress. The previous inspection report highlighted the school's particular strengths in this respect at the time. I wanted to explore

whether the school continues to work very successfully to support these groups.

- Staff work tirelessly to ensure that all groups or children are suitably challenged in their learning. Staff encourage all children to deepen their understanding. They set ambitious tasks and ask demanding questions, particularly stretching the most able children. Children recently completed an engaging project on London landmarks. I saw examples of children's work that included detailed drawings, construction activities and problem-solving tasks. Children that I spoke to were enthusiastic about their work and others were engrossed in building aeroplanes to fly over the London landmarks. Over time, all children, including most-able children, make rapid and sustained gains in their learning.
- You ensure that children at an early stage of learning English build their vocabulary and speaking skills effectively when they join the school. Through high-quality discussions and exciting activities staff motivate children and encourage their use and understanding of new English words.
- We considered how well the curriculum meets the needs of children who have special educational needs and/or disabilities. I was keen to explore whether this remains an outstanding feature of the school's work since the last inspection.
- Special educational needs funding is extremely well used. Staff know children's individual needs in great detail and use this knowledge to very carefully plan learning activities. Children who have special educational needs and/or disabilities are fully included in all classroom and outdoor activities.
- Staff are very well trained to provide excellent support for children with complex needs. Consequently, all children who have special educational needs and/or disabilities flourish at the school from the time they arrive.
- You make sure that equality of opportunity is promoted exceptionally well. One typical parental comment was, 'I could not have asked for a better start to my child's education journey.'
- You speak with clear vision and commitment about the highly important role of the key person at the school. We agreed that during the inspection, I would explore this aspect of the school's work.
- Professional relationships between staff and children are very warm and caring. In discussions, staff told me about children's learning with passion.
- You ensure that once children are settled they work productively with all adults across the school. 'My child has made strong bonds with his key persons, other staff and with his peers' was a comment typical of those made by parents.
- Records of children's learning and progress demonstrate how carefully adults plan activities for individual children. Tasks are meticulously selected, based on children's interests. This helps them to build on what they know and can already do. Staff regularly check how well children are making progress. They take swift action to extend children's learning further.
- Learning journeys demonstrate that learning over time is exemplary and children make rapid progress.

## **Next steps for the school**

Leaders and those responsible for governance should ensure that:

- The school continues to work in partnership with other schools to share its excellent provision.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Southwark. This letter will be published on the Ofsted website.

Yours sincerely

Gulcan Asdoyuran  
**Ofsted Inspector**

## **Information about the inspection**

During the inspection I met with you and your senior leaders to discuss your school development plan and agreed key lines of enquiry.

I held meetings with the designated safeguarding leaders, staff and with a representative of the local authority.

I scrutinised the single central record.

I looked at children's work in learning journeys.

I held meetings with governors, including the chair of the governing body, and with a group of parents at the start of the day.

I considered 24 responses to the online survey, Parent View, and 15 free-text comments. I considered 47 responses to the staff survey and spoke informally to children about their learning.