

# Kate Greenaway Nursery School

## Inspection report

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<b>Unique Reference Number</b>	100385
<b>Local Authority</b>	Islington
<b>Inspection number</b>	335535
<b>Inspection date</b>	15 June 2010
<b>Reporting inspector</b>	Marion Wallace

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.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	0–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	36
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrea Ledward
<b>Headteacher</b>	Jan Stillaway
<b>Date of previous school inspection</b>	16 January 2008
<b>School address</b>	York Way Court London N1 0UH
<b>Telephone number</b>	020 78374982
<b>Fax number</b>	020 7281 6474
<b>Email address</b>	jan.stillaway@islington.gov.uk

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<b>Age group</b>	0–5
<b>Inspection date</b>	15 June 2010
<b>Inspection number</b>	335535

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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## Introduction

This inspection was carried out by one additional inspector. The majority of the time was spent looking at learning. The inspector visited 17 learning activities and observed the work of the teacher and nursery practitioners. Meetings were also held with governors and staff of the nursery and children's centre and there was discussion with parents and carers. The inspector looked at a range of documentation, including the nursery and centre improvement plan, assessment information, safeguarding documentation, curricular planning and photographic evidence provided by the school. In addition, 32 parents' and carers' questionnaires were analysed and their comments taken into account.

The inspector reviewed many aspects of the school's work. She looked in detail at the following:

- children's progress in the different areas of learning
- progress in establishing assessment procedures
- how well adults use assessment to inform their planning for different groups of children
- how well practitioners contribute to the school's monitoring and evaluation processes.

## Information about the school

Kate Greenaway Nursery and Children's Centre provides a range of integrated services for children, families and the local community. There is full-time provision for children from birth to five in the two nursery classes. The Baby Nest provides for children up to two-years-old and the nursery for children aged two to five years. At the time of the inspection, all children were aged one year or above. Children generally spend three terms at the nursery according to their age. The centre provides for children living in the Islington area. The majority of pupils are from minority ethnic groups and speak English as an additional language, but very few are in the early stages of learning English. There are 15 different languages spoken. The proportion of children who are identified as having special educational needs and/or disabilities is above average. At the time of the inspection, an acting headteacher, acting deputy headteacher and acting chair of governors were in post. A permanent headteacher has been appointed for the autumn term.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Kate Greenaway provides an outstanding education for its children. It plays a central part within the community and is valued by parents and carers who appreciate the excellent quality care and the superb learning experiences. Children enjoy the school immensely. One parent summed up the views of the vast majority saying, 'Kate Greenaway is a fantastic place. I feel my child is having the very best start in life attending the nursery. The facilities are second to none, especially the garden and outdoor area. The staff are always extremely caring and creative and go the extra mile to make learning great fun. The security of the site and the range of activities provided are superb.'

These are the key strengths of the centre.

- The welcome that children, parents and carers receive on a daily basis is warm and encouraging and relationships are excellent.
- Excellent provision for children in the Baby Nest and the nursery enables them to make outstanding progress and build extremely strong foundations for their future education. They learn to play with others extremely well.
- Care, guidance and support are outstanding so children thrive in their personal development and are happy and interested learners.
- Children have very positive attitudes to learning and their behaviour is excellent. Because their welfare is exceptionally well provided for, they flourish in the very secure and safe environment.
- The quality of outdoor learning and physical development is superb. All children learn to ride two-wheel bikes by the time they leave. The tree-house offers excellent opportunities for children to develop their climbing, hanging, swinging and balancing skills.
- Children's spiritual, moral, social and cultural development is outstanding. They enjoy numerous opportunities to celebrate festivals of various minority ethnic communities, for example, the African-Caribbean Carnival, Eid-Ul-Fitr, Diwali, Christmas, Easter and Chinese New Year.
- The centre's extended provision is excellent and supports children, parents and carers extremely well. Children enjoy visits to Hampstead Heath, Greenwich, the Science and Natural History museums, Mudchute city farm, the River Thames, Barnsbury Woods and the Docklands Light Railway.
- There are high quality partnerships with support services and also with parents and carers, who are unanimous in saying that they are extremely happy with their children's experience at Kate Greenaway.
- The centre is extremely well led and managed. The whole complex organisation

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runs extremely smoothly on a day-to-day basis.

There is one main area for improvement:

- Planning and evaluation of the impact of community cohesion at national and global level is not as well developed as it is at school and local community level.

The acting headteacher and senior leaders provide outstanding leadership and management and this contributes very effectively to the success of the centre. There is accurate evaluation of all aspects of the centre's provision and performance. This leads to actions that are well considered and effective in bringing about improvements. There is very strong teamwork from experienced staff. The centre's steady and consistent progress over time, building on their good effectiveness identified in the last report to reach outstanding effectiveness, demonstrates it has excellent capacity to improve further.

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

- By April 2011, refine the current planning and evaluation system for community cohesion to ensure the national and global aspects are as strong as the school and local community by:
  - monitoring the impact of national and global initiatives more rigorously and using the information gained to enhance current provision
  - establishing links with a school that is very different in the United Kingdom
  - establishing links with schools in countries very different to London and the United Kingdom.

### **Outcomes for individuals and groups of children**

**1**

All children enjoy their learning and are developing confidence extremely well because the sessions are effectively organised and excellent relationships contribute to a very positive climate for learning. A group of children cooperated superbly with each other and the practitioner to solve the problem of the dry sand by suggesting a sloping bamboo pipe was used to get water from the higher level water container into the sand. Children's speaking, listening and communication skills are extremely well developed because staff encourage children to comment on what they see and how they feel. Several children were encouraged to talk about the strawberries growing in the large container. They observed and described how one side of the strawberry was red and the other side was still green. Another strawberry was spotted which was red all over. The children were delighted that they were able to pick and eat the fruit after carefully washing it. They write their own timetable and instructions for watering the plants. Children feel secure, their self-esteem and confidence are growing and, as a result, they collaborate very well together. In the tree-house, a small group talked enthusiastically about their favourite stories. These experiences aid their speaking and listening skills. In the movement sessions with large soft balls, older children were helping the very young children enjoy, negotiate and roll over and under the large balls. They developed

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awareness of themselves and others, and learnt to use their bodies very well. A child with special educational needs showed excellent levels of concentration and consideration for others while taking part in the movement session.

Children make excellent progress from starting points that are generally well below expected levels. By the time they leave to join Reception classes, they are confident and independent learners, exceeding the levels of attainment expected for their age. Those who have special educational needs and/or disabilities make excellent progress because their needs are quickly identified, and carefully considered individual programmes are developed and support is closely tailored.

Children enjoy opportunities to tackle challenging tasks. In order to reach the rungs of the horizontal ladder connecting the tree-house, one child placed six large cones underneath the horizontal ladder. This enabled him to skilfully balance, hang and travel from cone to cone, showing courage and determination to complete his task and encouraging others to have a go. When making a banana and coconut cake for others, excellent interventions from the practitioner, in which she carefully included the language to be learned, resulted in a child talking about the changes to the ingredients during preparation and cooking time, using words such as 'slippery', 'soft' and 'lumpy'. Children learn to concentrate for long periods of time because they are thoroughly engrossed in the activities and there are excellent opportunities to talk through their observations with adults and other children. When observing and collecting bugs from the garden and viewing them under the microscope on the computer, children became aware of their different shapes, speed of movement and number of legs. Practitioners seize opportunities to challenge more able children through more challenging questioning, tasks and use of resources because planning identifies clearly different levels of challenge for different groups of children. In an excellent session, children were challenged to describe real objects such as a pineapple and a roll of sandpaper. The teacher seized every opportunity to extend children's vocabulary and knowledge as children talked about the rough feel of the sandpaper and the spiky feel of the pineapple.

Other key features of children's outcomes are given below.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Children's attainment <sup>1</sup>	1
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The large majority of sessions observed in the nursery were excellent. Children make outstanding gains in their learning because sessions are extremely well organised and adults successfully use a range of methods to involve children in their own learning and ensure lessons are fun. Adults track each child's progress, and daily planning reflects this extremely well and takes account of children's individual needs in all areas of learning.

Practitioners have excellent knowledge of how young children learn and the next steps they need to take. Learning opportunities are excellent and consequently all children show tremendous enjoyment in learning, both indoors and outdoors, in small group time, independent play and exploration. Children are challenged to experiment, collaborate and explore through a wide range of activities. This leads to extended discussions and problem solving. Adults are extremely skilled at knowing when to intervene and when to stand back to enable the children to find things out for themselves. Adults assess children's developments carefully and develop a detailed picture of the children's skills and development. They are complemented by a wide range of photographs.

There is an excellent balance between adult-directed activities and opportunities to learn through play and exploration. In the Baby Nest, children flourish because of the high quality care and skill of all practitioners to motivate, guide and encourage the youngest children, who consequently soon gain confidence to play in the outside area alongside and with older children. The high quality resources stimulate children's interest and encourage them to explore and investigate. Care, guidance and support for families, as

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well as for children, are excellent. The children's centre provides an excellent contribution to the nursery provision.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	1
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

### **How effective are leadership and management?**

The high aspirations, superb efficiency and drive of the acting headteacher and senior leaders have permeated the school, leading to continual improvement. Leaders at all levels provide strong leadership and communicate ambition effectively through their clear vision. There is a strong, enthusiastic commitment from all staff to provide each child with the best possible education. There is extremely close partnership with parents and carers who are exceptionally positive in their comments about their children's enjoyment and learning. Teamwork is extremely strong and the monitoring and evaluation procedures, involving all staff, successfully drive improvement. Staff are committed to giving their very best to support the needs of children, parents and carers. All children are welcomed and included. Staff are effective in tackling discrimination and ensuring equality for all. Links with a wide range of agencies are extremely strong and are enhanced through the children's centre provision. Child protection procedures are robust and all arrangements to ensure that children are safeguarded from harm are highly effective.

The school promotes community cohesion well through its many partnerships with parents and carers, extensive community links and through activities such as Art Therapy. Many opportunities are taken to celebrate festivals of various ethnic communities. The centre has yet to fully plan and evaluate the impact of its actions at national and global level.

Governance of the school is outstanding. There is an extremely clear vision of how to develop the nursery and children's centre further. All statutory duties are met and governors are extremely supportive and fully involved in improvements. They challenge and support the school very effectively.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
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<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>1</b>  1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	1
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

## Views of parents and carers

Parents and carers who returned questionnaires and those who spoke to inspectors are overwhelmingly supportive of the school. A few wrote highly positive comments about how their children love attending, settle exceptionally quickly and flourish in both their personal and academic development. Parents and carers of children with special educational needs and/or disabilities were extremely positive and appreciative of the high quality of support and the progress their children make. Parents and carers thoroughly appreciate the excellent standard of education provided by the committed and hardworking staff and the superb resources, especially the garden and outdoor learning area. Inspection findings wholeheartedly support these views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Kate Greenaway Nursery and Children's Centre to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspector received 32 completed questionnaires by the end of the on-site inspection. In total, there are 36 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	84	5	16	0	0	0	0
The school keeps my child safe	25	78	6	19	0	0	0	0
The school informs me about my child's progress	23	72	8	25	0	0	0	0
My child is making enough progress at this school	22	69	7	22	0	0	1	3
The teaching is good at this school	27	84	5	16	0	0	0	0
The school helps me to support my child's learning	22	69	9	28	1	3	0	0
The school helps my child to have a healthy lifestyle	23	72	6	19	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	63	10	31	0	0	0	0
The school meets my child's particular needs	21	66	9	28	0	0	0	0
The school deals effectively with unacceptable behaviour	18	56	10	31	1	3	1	3
The school takes account of my suggestions and concerns	17	53	13	41	2	6	0	0
The school is led and managed effectively	23	72	7	22	0	0	0	0
Overall, I am happy with my child's experience at this school	27	84	5	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 June 2010

Dear Children

Inspection of Kate Greenaway Nursery and ☐Children's Centre, Islington N1 OUH

Thank you very much for letting me visit your nursery and children's centre. I enjoyed watching you play, care for your plants and ride the two-wheel bikes. I think your nursery is excellent.

What I liked most about Kate Greenaway Nursery and Children's Centre:

- The way you had so much fun and enjoyed all the activities.
- You are all friendly and play together very well.
- All your teachers work very hard to make every day enjoyable. I remember the bugs you found on the strawberry plant, the water running down the bamboo pipe and the stories in the tree-house.
- You behave very well and you know how to help each other, share and take turns.
- You really enjoy the healthy snacks and lunches. You all use knives and forks very well when you eat your lunches and you are all ride the bikes safely and skilfully.
- Jan and Mich☐le do a fantastic job organising lots of helpful activities for grown-ups.
- The school cares for all of you very very well.
- The centre works very well with your parents and those who care for you.

We have asked the centre to make sure the adults plan links with other places in the United Kingdom and with different countries around the world. This will help you to learn about the lives of people in other places.

I hope that you continue to enjoy your learning.

Yours sincerely

Marion Wallace

Lead inspector

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