

Eastwood Nursery School

Inspection report

Unique Reference Number	100991
Local Authority	Wandsworth
Inspection number	335635
Inspection dates	21–22 January 2010
Reporting inspector	Natalia Power

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.

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair	Professor Adam Ockelford
Headteacher	Mrs Liz Rook
Date of previous school inspection	7 September 2009
School address	168 Roehampton Lane London SW15 4EU
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Age group	3–5
Inspection dates	21–22 January 2010
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**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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Introduction

This inspection was carried out by two additional inspectors. The lead inspector observed all six teachers and nursery nurses, and also their assistants and volunteer helpers, in both the indoor and outdoor learning areas, for a total of four hours. Inspectors talked to governors, staff and parents. They talked with the children, observed the school's work, and looked in particular at the school's tracking of children's progress, the school development plan, curricular planning and safeguarding information. In total, 32 questionnaires, as submitted by parents and carers, were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of learning and the progress made by different groups of children, such as those with special educational needs and/or disabilities and those at an early stage of learning to speak English
- the school's progress in developing children's mathematical skills
- the quality of the school's promotion of community cohesion.

Information about the school

Of the 85 children on the school's roll, around a third attend all day and the rest either in the morning or in the afternoon. After their time at the school, the children transfer to a wide range of local primary schools. Around two thirds of children come from minority ethnic backgrounds, with a wide range of groups represented. About a quarter of children speak first languages other than English, primarily Urdu and Arabic, and most of these are at an early stage of learning to speak English. Almost a fifth of children have a range of special educational needs and/or disabilities. The school has been granted a Rights Respecting Schools award from UNICEF.

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

This is a very happy and outstanding school, where children get off to a very strong start in their early education. Inspectors agree with the words of one governor, that children 'continue joyfully learning'. There are a number of highly significant strengths in the Nursery, which are listed below.

- The children are exceptionally well cared for. Children develop excellent relationships with adults, especially their key person. This is the person with whom they work most closely. Each adult looks after between six to eight children and this close family-style ethos enables children to grow in confidence and benefit fully from the many opportunities offered.
- The links between subjects and areas of learning ensure that children thoroughly enjoy their learning and make very fast progress. There is a wealth of exciting and enriching tasks for children to do, both indoors and outdoors, and these extend children's learning fully.
- Community cohesion is a strength of the school, indicated in its motto, 'Eastwood at the heart of the community with community at its heart'. Children from a wide variety of backgrounds get on very well together. Leaders and governors ensure that children gain an excellent understanding of their own and other people's faiths and cultures.
- All groups of children, including those from minority ethnic backgrounds, those at an early stage of learning English and those with special educational needs and/or disabilities, thoroughly enjoy their learning and achieve exceptionally well. This is because their progress is checked extremely effectively, and the information is used to support their needs fully.
- Adults extend children's learning through well-targeted questioning and support, based on accurate observation and a full understanding of children's progress. This enables adults to provide children with a high level of challenge.
- The outdoor areas are used very well to stimulate children's curiosity and their sense of wonder. However, children do not have enough opportunities to grow flowers and vegetables for themselves to help them to further understand about stages of growth and how the world in which they live works.
- The headteacher and her team are highly ambitious for the school and continually seek ways of improving it. Their self-evaluation and planning for the future are excellent. They have put in place measures which fully meet the recommendation from the last inspection to improve children's number skills. All activities now include opportunities for children to tackle problems and use mathematical language. The school has an excellent capacity to improve.

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What does the school need to do to improve further?

- Ensure that children acquire a greater understanding of how plants grow by using the outdoor areas better, to enable them to grow flowers and vegetables.

Outcomes for individuals and groups of children

1

Children's achievement and enjoyment are outstanding. They make outstanding progress in their time at the school from starting points which, in many cases, are below those typical of three year olds. One parent commented, 'When my son started at this school he was hardly speaking. Now with all his speech therapy and individual targets he has improved so much and talks non-stop.' By the time they leave the school, children from all backgrounds have made excellent progress in their learning, and their attainment is above average. Children at an early stage of learning English receive focused support in their play-based activities and make excellent progress. Children with a range of additional physical and learning needs receive outstanding support and make progress in step with others.

In lessons observed, the children made excellent progress, because the adults took every opportunity to extend their learning through thoughtful and well-targeted discussions and questions. In one lesson, involving a great deal of physical movement, children learned the difference between 'fast' and 'slow', and between 'clockwise' and 'anti-clockwise', and this extended their mathematical and language skills very well.

Children feel exceptionally safe because the school environment is well protected and there is always a trusted adult to turn to if they have any worries. They love choosing healthy foods and developing outstanding physical skills by climbing, running and walking in nature. Their emotional health is promoted exceptionally well. For example, they learn to recognise and handle emotions through discussing pictures of people with different facial expressions and using these pictures as a vehicle for expressing their own emotions. Children from all backgrounds play well together. They behave exceptionally well, and are ready to share and take turns. They love school and their attendance is above average. They develop an understanding of the needs of those less fortunate than themselves, for example, by raising funds through taking part in 'sponsored toddles'. Children learn about the values and traditions of others by celebrating a range of religious ceremonies. The skills children gain prepare them exceptionally well for their future lives.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage

1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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	
Children's achievement and the extent to which they enjoy their learning	1
Taking into account: Children's attainment ¹	2
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
The extent to which children feel safe	1
Children's behaviour	1
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	1
The extent to which children develop skills that will contribute to their future economic well-being	1
Taking into account: Children's attendance ¹	2
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

A hallmark of the school is the excellent and thoughtful curriculum provided to the children to enhance their learning of basic skills and widen their horizons. The school is one of only three early years' providers in the country to have gained the UNICEF Rights Respecting Award and this demonstrates the diversity of the curriculum provided. Teachers and other adults provide an enormous wealth of activities, with opportunities for developing all six areas of learning both indoors and in the stimulating outdoor play areas. For example, one room is dedicated to promoting children's awareness of the five senses. The children are enthralled by the lights, colours and sounds, and this fires their imagination and encourages them to use language creatively. The key person tracks each child's progress very well and ensures that activities bring out the best in the child. One parent commented, 'The key worker is continually enhancing my child's individual needs, likes and attitudes.'

The school's ethos of promoting children's independent learning is shared by all the highly trained and experienced staff. On their forest walks, for instance, children took responsibility for putting on their waterproofs and had great fun learning the skills of whittling and knotting. They use all their senses to explore nature. As a result, children develop real maturity and a sense of joy and wonder in learning.

Children at an early stage of speaking English are taught exceptionally well by specialists who use games to widen their vocabulary and to encourage them to feel part of a group. Children with a range of special educational needs and/or disabilities are given exceptional care and support, and their families are equally well supported. Vulnerable children are very well cared for and given excellent support. Children who stay for lunch

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eat in family-style groups with adults and this contributes towards their developing excellent personal qualities. Home visits ensure that children quickly settle into the school. When the time comes for the children to move to the next stage of their education, they are prepared extremely well for their next school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher works tirelessly to promote exceptionally high standards and strives for excellence at all times. As a result of her outstanding ambition and drive for improvement, the school is stronger than at the time of the last inspection. There is a common sense of purpose among all the adults, because, in the words of the deputy headteacher, 'We are all learners here.' The school promotes equality of opportunity and tackles discrimination exceptionally well, enabling all children to succeed. The headteacher and her team have improved the quality of teaching and learning since the last inspection, so that it is now consistently outstanding. In addition, they have strengthened the school's promotion of mathematical skills by ensuring that most activities contain an element of numeracy. Leaders, managers and governors ensure that safeguarding procedures are robust and of the highest quality.

Governors, leaders and managers have an excellent understanding of the school's strengths. Governors provide outstanding support. They are fully engaged in the life of the school and share the leaders' high standards and determination to maintain the school's exceptional qualities. The school promotes community cohesion exceptionally well, ensuring that the children and parents respect other people's faiths and cultures. Leaders and managers work in extremely effective partnership with parents. The school benefits immensely from its close partnership with the local university, and several academics join in or lead sessions with the children. There are also excellent partnerships with external specialists such as therapy services to support children with special educational needs and/or disabilities.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
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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	
The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	1 1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

All parents and carers who responded through questionnaires, or who spoke to the inspection team, agreed that the school meets their children's needs, and that their children thoroughly enjoy school. Parents and carers felt that their views are taken into account and that they are fully informed about their children's progress. Parents and carers were unanimous in their appreciation of the school's leadership. Many commented on the friendly ethos of the school. Inspectors fully endorse these views. A few expressed minor concerns. For example, a few parents and carers did not agree that the school encourages children to lead a healthy lifestyle. Inspectors found, however, that the school promotes children's physical and emotional health exceptionally well, and also offers many opportunities for children to eat healthily.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Eastwood Nursery School 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 inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 85 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	78	7	22	0	0	0	0
The school keeps my child safe	20	63	10	31	1	3	0	0
The school informs me about my child's progress	15	47	16	50	0	0	0	0
My child is making enough progress at this school	13	41	17	53	1	3	0	0
The teaching is good at this school	22	69	9	28	1	3	0	0
The school helps me to support my child's learning	16	50	13	41	2	6	0	0
The school helps my child to have a healthy lifestyle	12	38	13	41	5	16	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)	12	38	13	41	3	9	0	0
The school meets my child's particular needs	14	44	18	56	0	0	0	0
The school deals effectively with unacceptable behaviour	12	44	18	56	1	3	0	0
The school takes account of my suggestions and concerns	15	47	16	50	0	0	0	0
The school is led and managed effectively	14	44	18	56	0	0	0	0
Overall, I am happy with my child's experience at this school	19	59	13	41	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of children. ■ The quality of teaching. ■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



25 January 2010

Dear Children

Inspection of Eastwood Nursery School, London SW15 4EU

Do you remember when two visitors came to your school to watch you play and learn? We had a wonderful time at your school, and this is what we found:

- You go to a fantastic school, and we call this outstanding.
- You feel completely safe, because you have a special adult who helps you if you have any worries.
- You learn an amazing amount for children of your age, and this is because the adults watch you closely and give you work which really makes you think.
- Your school keeps you very safe. All the adults are kind and take really good care of you.
- Your school gives you a huge number of exciting activities to help you learn. You love the sensory room, the soft play room, the ball room, and the art room. You love all the chances you are given for running and climbing and bending and twisting and jumping. You are also very keen on your forest walks, where you learn about nature.
- You told us that you love school. In turn, the adults really enjoy teaching you!
- Your school helps you to learn new words so that you can chat about lots of different things. You are also doing very well in learning how to count and talk about shapes and other mathematical things.
- You are all really happy at your school. This is because you get on so well with one another, and always share and take turns.

We have asked the adults to help you just a bit more. Already, you learn about what goes on inside your bodies, but now we want you to:

- learn more about how plants grow. We have asked the adults to give you seeds and tools to help you grow flowers, or even your own food. We hope that you have great fun doing this!

You do a great deal for other people. You also learn a great deal about people in your own community and those all over the world who live in all sorts of different ways. Well done for behaving well and being nice to others; keep this up. We wish you all the best in your journey through life.

Yours sincerely

Natalia Power

Lead inspector

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