

# College Green Nursery School and Services

## Inspection report

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<b>Unique Reference Number</b>	101491
<b>Local Authority</b>	Brent
<b>Inspection number</b>	335729
<b>Inspection dates</b>	8–9 July 2010
<b>Reporting inspector</b>	Raminder Arora

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>	Community
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	56
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Theresa Hylton
<b>Headteacher</b>	Mrs Wendy Yianni
<b>Date of previous school inspection</b>	5 June 2008
<b>School address</b>	161 College Road London NW10 3PH
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<b>Age group</b>	3–5
<b>Inspection dates</b>	8–9 July 2010
<b>Inspection number</b>	335729

**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. 11 lessons were observed involving all eight members of staff who work directly with the children. Inspectors spoke to children, governors and staff. They observed the school's work and looked at the school improvement plan, activity planning, assessment records, reports from external consultants, and 48 parental and carer and 12 staff questionnaires.

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

- the outcomes for all groups of children over the past three years
- the extent of improvements or developments since the last inspection, including the quality of governance
- the effectiveness of leadership and management and leaders' and managers' understanding of the Ofsted requirements for the Early Years Foundation Stage the effectiveness of all aspects of safeguarding.

## Information about the school

College Green Nursery School and Services is a stand-alone maintained nursery school with extended services, which include a Neighbourhood Nursery. Managed by the governing body, this provides care for children of less than three years of age. The nursery school became a linked children's centre in November 2009, which means a range of services now take place within it. These services include citizens' advice, a childminding network and 'stay and play' for local children and families. Most children join the school at the start of the term after their third birthday and attend all day. Children spend a full year at the centre before transferring to Reception classes in local primary schools. The proportion of children coming from minority ethnic backgrounds is around average and most of these children are at early stages of learning English as an additional language. The proportion of children with learning difficulties and/or disabilities is much lower than in most schools. A lower-than-average proportion of children are known to be entitled to free school meals.

**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

All the children achieve outstandingly well, both academically and in their personal development and well-being. Almost all children make exceptionally rapid progress in their learning and development at this high-quality, truly inclusive provision. Teaching is excellent. Children enjoy their time at the nursery thoroughly because staff ensure stimulating and exciting opportunities for learning and high levels of care. Throughout the school, the unique qualities of each child are successfully celebrated and nurtured. The staff are highly committed to children's learning and development and fully recognise the importance of meeting the needs of families as well. The staff are extremely successful in supporting and engaging parents and carers, who are overwhelmingly positive about the nursery and appreciate what a joyful and welcoming place it is for their children. One parent/carer expressed such views by saying, 'Very happy with College Green, it is an inspirational place' and another commented, 'Staff are amazing. They go to great lengths to meet my child's needs and he has really flourished as a result.'

The nursery is extremely well organised in order to maximise children's engagement and independence in both indoor and outdoor activities. Children play and work outside in all weathers, benefiting hugely from the outstanding outdoor facilities; developed since the last inspection, provision is extremely well planned, secure and inviting. It is shared with the Neighbourhood Nursery. Staff of both nurseries work well together and children benefit from the strong, open relationships between parents and carers and staff. Children develop excellent attitudes to safety as they use a very wide range of tools, for example in woodwork, learning to take risks safely. Extensive opportunities within the nursery school are supplemented by numerous local visits, which are thoughtfully planned to enhance the learning and development of all.

The headteacher, who also leads the Neighbourhood Nursery, has a very clear vision and provides a strong drive for excellence, shared well with senior leaders and both sets of staff. Leaders and managers are very good at identifying the skills and talents of staff and helping them to pursue and develop their particular interests. This has contributed highly effectively to excellent teaching, curriculum and care. Leaders know both nurseries extremely well and use sharp and accurate evaluation to direct improvements. Staff share a common purpose, which is to secure the best possible outcomes for each pupil; they recognise that there is more to be done in a few small areas, for example to extend the school's work on community cohesion to the national and global levels. The school, very effectively, harnesses support from outside partners, including local authority advisers, to meet the needs of children whose circumstances mean they need additional help and who are at risk of failing to thrive. It has gone from strength to

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strength since the last inspection. Given the nursery school's excellent track record and the highly ambitious and successful way leaders drive improvement and bring about change, their capacity for sustained improvement is excellent.

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

- Extend the school's strategy for community cohesion by creating more opportunities for children to appreciate people from communities nationally and around the world.

**Outcomes for individuals and groups of children****1**

Most children start at the nursery school with the skills levels in most areas of learning that are typical for three-year-olds. The entry assessments show children's creative and personal skills are relatively less advanced. In relation to their starting points, children are making exceptional progress in their learning and development, and have done over the last three years.

Children with special educational needs and/or disabilities are supported extremely well and most make remarkable strides in their confidence, communication and ability to mix with others and show interest in the world around them. They benefit greatly from individual personalised programmes and support. Children at early stages of learning English settle quickly because of well-placed support in their home languages and effective use of visual and practical activities, delivered skilfully by caring, sensitive staff. Those who learn more quickly or easily are stretched and challenged by open-ended activities such as making and writing cards and working with electrically controlled toys such as bee-bots and dinosaurs. Children's individual interests and strengths are built upon and extended and weaker areas are supported effectively and nurtured. Any gaps in the attainment and experience of different groups, including boys, girls and those who speak English as an additional language, narrow quickly over the year.

Children make excellent progress in all six areas of learning. They are confident, independent and highly engaged in their activities. One example of this, seen during the inspection, was when children built large runways for water and thoroughly enjoyed investigating the speed and flow of water. They were enthralled and showed good capacity to concentrate and reason. Very engaging and interesting activities, such as building tents together and carefully watching insects, also, contribute significantly to children's outstanding spiritual, moral, and social development.

Children develop very positive attitudes to health, knowing how good fruit, vegetables and exercise are for them. They remain vulnerable to illness at this age, but punctuality and attendance are good. They contribute well to their school and local community by suggesting activities, finding resources, helping to tidy up and raising money for charity. Behaviour is excellent. The children are extremely well prepared for later life because they have such positive attitudes, get on well with a very diverse range of other people and are very well grounded in all six areas of learning.

Children in the adjoining Neighbourhood Nursery are very happy and well settled in this

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exceptionally child-centred environment. They are safe and very well supported by the staff. Children have access to a delightful range of play activities, which ensures they make excellent progress in all areas of their learning. For example, the children loved pretending to cook porridge, talking very well about what they were doing in response to the skilled interventions of adults. Successful relationships with parents and carers contribute to excellent outcomes for the children. The children make rapid strides in their personal development because of the high quality of pastoral care, eating well and settling well to their period of rest during the day.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<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>	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
<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>2</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?

Very effective planning allows staff to focus on the needs of each child and arrange activities that cater for particular interests of children or groups of children. At the end of every day, all teaching members of staff share observations and look at what children have achieved. These valuable discussions about the children inform the next day's planning and help staff to focus very successfully on learning and how they can support

<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.

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and adapt what they offer, to challenge and promote children's own interests and experiences. As a result, children stay very focused and interested and feel they are being valued. For example, in one session, children were, skilfully, helped to make an electronic counting book by taking photographs of things that interest them. During the sessions, the daily 'walkabout' allows staff to review their activities for the day and make sure that all children and their interests are catered for. Adults are very skilled at judging when to intervene and question to focus play, and there is a very good balance between adult-led and child-initiated activities. Resources are very attractive and accessible. Children find, get out and use what they need, including tissues, drinks and a very wide range of games and equipment. Imaginative role play is given a high priority through allowing it lots of space, resources and very varied opportunities, for example building dens for dinosaurs using a range of materials.

Excellent partnerships with parents and carers, other providers for the Early Years Foundation Stage and other agencies ensure that children's needs are met and their protection is assured. Children and their families greatly benefit from accessing different services at the school, including the 'stay and play' facility. Here, for example, a nutritionist and speech therapist join the group to work with parents and carers and give advice.

□ Staff in the Neighbourhood Nursery have an excellent understanding of the Early Years Foundation Stage and planning for individual children is extremely well organised. The frequent observations and assessments significantly enhance the children's learning and development. The staff are very good at helping children to learn through play and extend their responses. They promote a love of books well and singing. The children are given exciting opportunities for learning, for example, a teddy bears' picnic and cooking biscuits for it. Care of children is paramount, for example, in the excellent facility for nappy changing.

*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>	<b>1</b>
Taking into account: The use of assessment to support learning	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?**

Leaders and managers focus strongly on fine-tuning provision and opportunities for all the children and have been highly effective in their drive for improvements. They have been extremely successful in embedding ambition; all the staff share a strong and

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well-focused vision for both provision and outcomes. Middle managers ensure plans are followed through with precision at all levels, but have a less sharply focused monitoring role. The school is developing their skills in this area. The members of the governing body make a valuable contribution to the leadership of the school, offering a range of experience, challenging leaders and ensuring all statutory duties are fulfilled. Some governors are new and are being helped to develop their understanding of the role further. The outcomes of safeguarding policies and procedures are excellent and there is a comprehensive awareness of safeguarding matters at all levels. All requirements are met, but the school recognises that formal documentation to do with safeguarding is not consistently of high quality. A review of all aspects of safeguarding documentation is underway.

Children's care in the Neighbourhood Nursery is enhanced greatly by the same high quality of organisation and management. Well-written policies and procedures, in line with the maintained nursery school, are adapted effectively to suit the needs of young babies and toddlers. The safeguarding procedures are cohesive and well designed to protect children from the risk of harm and create a safe and supportive nursery environment. Staff have received appropriate first aid and paediatric training. Leaders and managers understand Ofsted's requirements fully. The Neighbourhood Nursery securely meets all the conditions of registration for settings for children of this age. Children in this setting thrive because the staff follow very effective procedures and practices to meet children's needs.

□ The school is very aware of the context in which it works. All the children are valued highly, provision is carefully and successfully planned to meet individual needs, gaps between different groups such as boys and girls are narrowing and outcomes for all are excellent. The school promotes community cohesion very well at the local level, as exemplified by its effective links with inter-faith communities. It is not as successful in extending its links so that children can start to become aware of unfamiliar communities in Britain and elsewhere in the world, although there are plans to do so. Parents and carers are given very good opportunities to give their views on the school and benefit from regular newsletters and access to the school's website.

*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>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>



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<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>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

### **Views of parents and carers**

The school has a very positive relationship with nearly all parents and carers and many comment on the warm and friendly atmosphere and the approachable headteacher and staff. A very few parents and carers raised individual, more negative views, which were investigated but not supported by the evidence inspectors found.

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

Ofsted invited all the registered parents and carers of children registered at College Green Nursery School and Services 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 56 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	79	10	21	0	0	0	0
The school keeps my child safe	38	79	10	21	0	0	0	0
The school informs me about my child's progress	32	67	16	33	0	0	0	0
My child is making enough progress at this school	34	71	14	29	0	0	0	0
The teaching is good at this school	31	65	17	35	0	0	0	0
The school helps me to support my child's learning	31	65	15	31	2	4	0	0
The school helps my child to have a healthy lifestyle	31	65	17	35	0	0	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)	25	52	15	31	2	4	1	2
The school meets my child's particular needs	32	67	16	33	0	0	0	0
The school deals effectively with unacceptable behaviour	30	63	15	31	1	2	1	2
The school takes account of my suggestions and concerns	27	56	17	35	2	4	0	0
The school is led and managed effectively	27	56	19	40	1	2	0	0
Overall, I am happy with my child's experience at this school	40	83	7	15	1	2	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.**



12 July 2010

Dear Children

Inspection of College Green Nursery School and Services, London NW10 3PH

Thank you for being so friendly and welcoming when we visited your nursery recently. Thank you especially to those of you who talked to us during lessons and at the lunch table. It was wonderful to see some of the many very exciting and interesting things you do. We were impressed to also see children in the Neighbourhood Nursery, happily, joining and learning with you in many different activities.

We agree with you and your parents and carers that College Green is an excellent nursery. We think that you are all learning such a lot and are all developing extremely well. You told us how happy you are there. We were very impressed with your behaviour, confidence and independence and all you know about staying healthy and safe. We could see that you are all looked after and supported exceptionally well. Teaching is very good. Did you know the staff spend time at the beginning and end of every day thinking about how to make activities even better for you?

You have lots of interesting things to do and a lovely outdoor area to play in. You are learning new things fast and getting better at others all the time. All the staff know the nursery extremely well and work very hard to keep on improving it. To help them, we have asked the grown-ups to show you more about how people live in other parts of England and other countries. You can help by always working as hard as you can. We wish you well for the future.

Yours sincerely

Raminder Arora Lead Inspector (on behalf of the inspection team)

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