

# Grandpont Nursery School

## Inspection report

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<b>Unique Reference Number</b>	122969
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	340247
<b>Inspection dates</b>	24–25 March 2010
<b>Reporting inspector</b>	Bogusia Matusiak-Varley

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	89
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nick Graham
<b>Headteacher</b>	Elaine Smith
<b>Date of previous school inspection</b>	25 March 2010
<b>School address</b>	Whitehouse Road Oxford OX1 4QH
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent over half of the inspection time observing three teachers and three early years practitioners in 12 activity sessions. They held meetings with the headteacher, the Chair of the Governing Body and staff, as well as speaking with parents and carers and children. They observed the Nursery's work, and looked at a range of documentation including children's work, teachers' planning, assessments of children's progress, and the systems for safeguarding. They also took account of the 30 responses received from parents and carers to the inspection questionnaire and 10 responses from members of staff.

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

- children's achievement in communication, language and literacy and the use of the outdoors as a learning environment
- how well staff ensure that all groups of children have equal access to learning opportunities
- how well the governors execute their duties in promoting community cohesion.

## Information about the school

The Nursery School and children's centre provide integrated early years education and day care for the youngest children in the Mulberry Room. At aged three and a half to five years children enter the Nursery School but parents can choose to send their children to the Mulberry Room for extended care as and when they require it. The large majority of children are White British, and a small proportion are of Bangladeshi, Black African and Black Caribbean origin. A very small number are at the early stages of learning English as an additional language. The proportion of children who have special educational needs and/or disabilities is similar to other settings; their needs include hearing difficulties, speech and language difficulties and physical difficulties. The nursery is at the heart of the Children's Centre which provides a range of other activities and outreach services for children and the local community. These include a breakfast and tea club, childcare throughout the year, library and internet facilities, health drop-ins, English language lessons, parenting sessions with fathers, baby music, breast-feeding support and teenage parents groups.

**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

The Nursery and children's centre provides an outstanding quality of education for its children. One delighted parent told the inspectors that 'the emphasis on the whole child has given my children an excellent start to life'. Children enter the Nursery with levels expected of their age and make exceptional progress in all areas of learning. They exceed the expected outcomes for their age and they are very well prepared for primary school. Attainment is high, especially in speaking and listening and personal, social and emotional development. Children from all backgrounds are valued for their uniqueness; exceptional relationships with staff, coupled with outstanding teaching and an exceptionally vibrant curriculum both indoors and outdoors enable them to develop very high levels of self confidence. All children, including those with special educational needs and/or disabilities and those learning English as an additional language achieve very well but, at times, especially in the outdoor area, staff miss opportunities to enable more-able children to develop their early writing skills through play.

Excellent teamwork and the outstanding leadership of the headteacher have ensured seamless communication and partnerships with all staff in the Nursery and children's centre. Partnerships with agencies, such as health visitors, speech and language therapists and hearing difficulty services are outstanding and contribute to the staff's expertise in providing excellent learning opportunities for all children. Children develop a real joy in learning and they behave impeccably. They form trusting relationships with the staff and this, together with excellent care, guidance and support and safeguarding procedures, ensures their very good knowledge of staying safe. 'When you are on the climbing frame, you have to make sure that you are careful as you can hurt yourself' said one enthusiastic three-year-old.

Behaviour is excellent and the Nursery and children's centre is a harmonious community, especially outdoors where children from both the Nursery and the centre play exceptionally well together in an exciting environment. Children's spiritual, moral, social and cultural development is excellent because of the outstanding links with artists and the immediate community. Children jump in puddles into which washing up liquid has been added and squeal with joy when observing the bubbles. They marvel at the wonders of nature in the forest area and gasp in amazement when observing frog spawn. When working alongside a sculptor, they marvel at seeing imprints of different objects in clay.

Children have an excellent understanding of the importance of healthy eating. Lunchtimes are a delight when all children come together and talk about their nutritious meals with staff encouraging them to share, take turns and develop correct eating habits. 'My child cannot wait to get to nursery,' said one parent. 'The staff here are

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fantastic; they have helped me with my parenting skills.'

Leadership and management are outstanding and there is excellent capacity for future development, as demonstrated by the many years of outstanding service provided for the community, the maintenance of very high standards and the quest for continuous improvement. The headteacher and senior managers are a highly efficient group of professionals who offer the very best provision for children and families. Self-evaluation is accurate, as are the issues identified in the Nursery's development plan and community cohesion action plan. Governance is outstanding, with a particular strength in financial management which ensures excellent value for money.

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

- Provide more opportunities in outdoor play for more-able children to develop their early writing skills.

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

Children's outstanding achievement is noticeable in all areas of learning. Children who attend the Mulberry Room as part of the extended provision are just as fascinated by the outstanding learning opportunities offered there as they are in the Nursery; this is because of consistency of practices between both settings. All children flourish and are happy learners who eagerly enjoy the activities provided for them.

Equality of opportunity underpins everything that happens in this establishment.

Children benefit significantly from breakfast and tea club activities and greatly enjoy all that is on offer because their interest levels are at the centre of learning. Children are given cameras to take home to photograph their favourite things, which become the focal point of learning. A baking activity resulted in children making containers for their cakes. Staff ensure that each child has the opportunity to shine.

Children make excellent progress in knowledge and understanding of the world, finding out about small creatures in the woods and observing their goldfish in the classroom. They increase their physical and creative skills by working with clay, weaving natural objects such as twigs, peddling on their tricycles and building rockets with tyres and plastic boxes. Every opportunity is taken to develop their excellent numeracy skills through problem-solving activities. Children's contributions to the community are outstanding. They collect for charities, entertain grandparents and have expert knowledge of the functions of the emergency services. A recent link with Panama is helping develop their knowledge of the lives of children in other countries.

Excellent progress is made in early reading, writing and numeracy as well as information and communication technology where children use computers frequently to extend their knowledge of letters and sounds and to develop their calculation skills. Attendance is outstanding; children love coming to the nursery to see their friends but they also enjoy spending quality time with their parents and carers at the start of each session by reading stories and taking home story sacks.

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*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>	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>	1
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Children blossom because of the outstanding care, guidance and support that they receive. Coupled with first-rate quality teaching, characterised by staff expertly using questions to check children's understanding, and by providing a loving, patient and calm approach, children flourish in front of the staff's eyes. 'Well done, I knew you could do it', 'aren't you clever' are just a few of the positive comments that sustain children's learning. Teachers, nursery nurses, key workers and support staff work together as an excellent team of early years professionals to guide and support children of all abilities. Excellent observations and assessment of children's learning are undertaken and are regularly reviewed in order to extend children's learning. Staff spot skills that need to be promoted such as descriptive vocabulary for those children who are learning English as an additional language. Purposeful play is central to the Nursery's philosophy of learning. Every opportunity is taken to make learning exciting especially through the expert use of artists who work with a wide range of different stimuli including cocoa

<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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beans!

*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?

The headteacher is the driving force behind the Nursery's and children's centre's success. She embeds ambition and drive by choosing the right people for executing tasks and ensuring that they receive the right training. 'She helps you see your own worth' said one delighted member of staff. 'We are just one big family here, trying to do our very best for our children, parents and community.' All adults are extremely effective in promoting equality of access and opportunity for children. Thorough and accurate self-evaluation identifies exactly what needs to be done to improve even further. The headteacher's very thorough monitoring of teaching and learning highlights areas for development which are translated into a very well-focused school development plan. Safeguarding procedures are exceptionally thorough and are well known to staff. Since the previous inspection all systems have been carefully put in place to ensure the smooth running of the children's centre.

Links with parents and carers and partnership with agencies and other schools are excellent. The extensive community links are of great benefit to the children and their families and draw together many individual professionals, external agencies and childminders. The outstanding community cohesion between different groups, which include local universities, in the United Kingdom and international society have enabled the Nursery and children's centre to become a centre of excellence sharing best practice on Early Years Foundation Stage education.

Governance is outstanding. The governing body make it their business to seek independent views of the Nursery's and children's centre's provision and have been instrumental in using their professional expertise to both challenge and support all aspects of decision making.

*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>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>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>	1
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

**Views of parents and carers**

The parents and carers who responded to the inspection questionnaire and those spoken to during the inspection are unanimous in their appreciation of the Nursery and children's centre. They strongly believe that it is exceptionally well led and managed. Several comments summed up their views. 'We love Grandpont, it's like being a big family.' 'The Nursery and children's centre does an amazing job in providing young children with the confidence to learn.' No negative comments were received.



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

Ofsted invited all the registered parents and carers of children registered at Grandpont 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 30 completed questionnaires by the end of the on-site inspection. In total, there are 89 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	83	5	17	0	0	0	0
The school keeps my child safe	25	83	5	17	0	0	0	0
The school informs me about my child's progress	22	73	1	23	1	3	0	0
My child is making enough progress at this school	23	77	7	23	0	0	0	0
The teaching is good at this school	26	87	4	13	0	0	0	0
The school helps me to support my child's learning	21	70	9	30	0	0	0	0
The school helps my child to have a healthy lifestyle	20	67	10	33	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	83	5	17	0	0	0	0
The school meets my child's particular needs	0	80	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	24	80	6	20	0	0	0	0
The school takes account of my suggestions and concerns	22	73	7	23	0	0	0	0
The school is led and managed effectively	19	63	7	23	23	0	0	0
Overall, I am happy with my child's experience at this school	0	27	30	2	7	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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"> <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.**



26 March 2010

Dear Children

Inspection of Grandpont Nursery School, Oxford, OX1 4QH

Thank you for making me feel so welcome when I came to visit you recently. Thank you for taking the time to tell me about the wonderful learning opportunities you are involved in. Here are some of the things I found out.

- You make excellent progress in learning and you are very well prepared for work in primary school.
- Your behaviour, attendance and attitudes to learning are fantastic. You have lots of fun each day and you enjoy coming to the Nursery and children's centre.
- You understand how important it is to eat lots of fruit and vegetables and play in the fresh air.
- Your teachers are excellent at their job and they give you lots of interesting things to do.
- You are exceptionally well looked after and you know how to keep yourselves safe.
- Your headteacher and governors lead your Nursery and children's centre very well indeed.

I have asked you headteacher and staff to help those of you who find learning easy to have more opportunities to develop your writing skills when you play outside. You can help by asking your teachers to show you how to form correct letters.

Yours sincerely

Bogusia Matusiak-Varley

Lead Inspector

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