

Inspection of Rebecca Cheetham Nursery and Children's Centre

Marcus Street, Stratford, London E15 3JT

Inspection dates: 2–3 October 2019

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Good

What is it like to attend this school?

Children eagerly come to school. Wonderful, engaging activities are on offer in the vibrant indoor and outdoor spaces. Fun family events and learning workshops bring parents, children and staff together. Many exciting trips and theatre visits widen children's experiences.

We saw children happily learning together, and learning safely through activities that help them to make sense of the world around them. The environment provides lots of opportunities for children to choose where to go, for example to nestle in an outdoor reading den and enjoy a book, or to climb a tower, or dig in the sand.

The school is an oasis of calm, purposeful learning. Children learn the importance of doing their very best. Well-considered activities support even the youngest two-year-olds to persevere when they face difficulties. Children confidently go to any of the adults in the school if they have worries or concerns. We noticed that behaviour and attitudes around the school were particularly positive. This is because leaders and staff support children to engage with their feelings. Children form positive relationships with others.

Kindness towards, and a respect for, everyone within the school's diverse community makes Rebecca Cheetham a happy place to learn.

What does the school do well and what does it need to do better?

Leaders, governors and staff want to provide the very best education for all children. No sense of complacency exists at the school, and all are firmly committed to the school's motto of 'Forging forces to give children the best start in life'. Leaders have developed an ambitious curriculum. This curriculum is rooted in the principles of strong early years practice, and is one which gives children the knowledge and rich experiences they need to succeed.

We saw adults take every opportunity to engage with and observe children while at play. We noticed that adults have an excellent understanding of what each child needs next. They know precisely when to step in and question, or when to step back. This is because they understand how young children learn. Adults meticulously plan learning opportunities which build on the school's curriculum. Adults talk about building up children's 'sticky knowledge'. They plan activities which build on children's previous experiences so that they know and can remember more. The promotion of literacy is exceptional. We saw children developing a love of books and learning basic phonics skills appropriate to their age. A rich diet of carefully chosen books are integral to the school's curriculum offer. Even the very youngest children handle books confidently. Older children name their favourite authors. They can list the books that these authors have written.

Adults use repetition, rhythm, rhyme, actions and visual props brilliantly to bring stories to life. They make story times very special, capturing children's attention. We

saw children entranced by the sounds and rhythm of the spoken words. Adults plan daily listening and phonics sessions very well.

Staff understand the needs of children with special educational needs and/or disabilities (SEND) well. Adults talk to parents, and make changes to the curriculum so that it meets their child's needs. Children with SEND are fully included in the school's activities.

Many rich opportunities help children be considerate and thoughtful. Learning about other faiths and cultures promotes respect for others, and for their feelings and values. Children learn how to stay safe and healthy. They plant and grow their own vegetables in the school garden. The children enjoy eating the vegetables.

Leaders and governors have an accurate view of the school. They look to see if there is a better way to do something. Governors and leaders take the views of parents and staff seriously. Staff enjoy working in this school and are proud to be a part of the school's wider community. They appreciate that leaders look after their well-being. Staff value the strong team-work and training opportunities at the school. Together, they lead on high-quality learning, providing a consistently wonderful education for all.

Safeguarding

The arrangements for safeguarding are effective.

Children's welfare is leaders' top priority. Through training and policy updates, they make sure that all staff have an awareness of a wide range of risks. Staff are clear about their professional responsibilities. They take seriously their duty of care. Staff engage well with the children's centre, external agencies and parents. They gather necessary information in advance to support children right from the start. Families see and value this. They also appreciate the time taken by staff to get to know their child. Staff have a deep understanding and awareness of the importance of being alert to children's changing emotions.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	102702
Local authority	Newham
Inspection number	10110398
Type of school	Nursery
School category	Maintained
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Christian Moon
Headteacher	Rohan Allen
Website	www.rebeccacheetham.newham.sch.uk
Date of previous inspection	27 December 2018

Information about this school

- The school offers a mix of 48 weeks of extended day fee-paying sessions and 38 weeks of part-time grant funded sessions; 30 hours of provision is available for eligible children.
- The school has provision for two-year-olds.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, members of the senior leadership team and a representative from the local authority. We spoke to governors.
- We considered communication and language, early reading, mathematics, physical development and personal, social and emotional development as 'deep dive' subjects during this inspection.
- As part of the 'deep dives', we held discussions with senior leaders and other staff about the design of the curriculum and how it is being implemented. We visited classes, and watched children learn. We looked at children's work in books, on

display and captured electronically. We spoke with teaching staff and children.

- We looked at how leaders make sure that children are kept safe. We reviewed a range of school documentation, including the single central record of employment checks. We reviewed leaders' records and work with external agencies to keep children safe. We spoke to members of the safeguarding team and other adults. We watched children in the indoor and outdoor sessions, and at lunchtime.
- We considered how well leaders develop and adapt the early years foundation stage curriculum so that it meets the needs of all. We observed children's behaviour and their attitudes towards learning.
- We spoke to a range of staff and discussed how well leaders consider their well-being, including steps to help them manage their workload.

Inspection team

Jean Thwaites, lead inspector

Her Majesty's Inspector

Joy Barter

Ofsted Inspector

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