

Inspection of an outstanding school: Greenfields Nursery School and Children's Centre

Recreation Road, Southall, Middlesex UB2 5PF

Inspection date:

28 February 2024

Outcome

Greenfields Nursery School and Children's Centre continues to be an outstanding school.

What is it like to attend this school?

Leaders have high ambition for all who attend here. Children come to school happy and eager to learn, including those with special educational needs and/or disabilities (SEND). Children benefit from the highly inclusive and effective support that they receive from staff. Established routines enable children to settle quickly into the school day.

Children are kept safe throughout the day. Staff support children during exciting activities indoors and outside. Children's best interests are a priority for all staff. The school enriches the interests of children across the curriculum, for example mixing ingredients to make pizza. Children develop confidence from an early stage and feel cared for. Staff develop very strong working relationships with children. This ensures that children achieve highly and become resilient learners. Any children that need extra help to regulate their behaviour are very well supported. Children are encouraged to share their feelings and emotions in an age-appropriate manner. This supports children in developing friendships and caring for each other.

Parents and carers are highly positive about the school. They value the sense of community developed by leaders and the quality of education their children receive. Parents shared that their children loved coming to the Nursery.

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

Leaders have designed a curriculum that is extremely ambitious for all children. Leaders think very deeply and with great care about children's development across all areas of learning. Staff plan activities carefully to build on children's prior knowledge. Staff meet regularly to discuss the small steps children need to learn next. Important knowledge that the school wants children to learn is thoroughly planned and sequenced. Leaders ensure that staff have every opportunity to be fully trained to support children to excel over time.

Leaders ensure that children's learning is checked regularly. Children who are at risk of falling behind are quickly identified. Staff address any gaps in children's understanding swiftly. Staff organise exciting projects to stimulate and motivate children. This enables children to work across the Nursery with enthusiasm.

Leaders have expert knowledge of how to develop children's communication and language. Staff model language carefully and broaden children's vocabulary skills. Well-trained staff make the most of every opportunity to develop children's language. For example, while children cut fruits, staff extended children's knowledge and understanding using words such as 'squeeze' and 'mix'. Staff use stories, rhymes and songs with children regularly. This helps children to become very familiar with important words and speaking skills. Staff bring stories to life. Adults model and repeat words and sounds for children to repeat, for example when describing characters for the 'Three Little Pigs'. Adults adapt learning to match children's needs, including those with SEND.

The school identifies the needs of children with SEND early. This enables adults to provide highly effective support for children. Leaders are relentless in working with external agencies to support children's learning and development needs. Parents valued staff's positive relationships and communication. This encourages children's regular attendance and highly positive attitudes to school.

There are many opportunities for children to learn about the wider world and community they live in. Leaders pay attention to teaching children about diverse backgrounds, for instance while celebrating festivals and shared values. Children also learn to travel safely and take the bus to local parks. During the coronation celebrations, children visited Westminster to learn about key landmarks. Children and parents learn about how to keep safe through workshops and regular briefings.

Leaders and governors have a clear understanding of the strategic direction of the Nursery. They ensure that staff workload and well-being are supported. Governors are committed and are well informed about the school. The school readily shares its expertise and knowledge with others, including other local schools.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding in March 2014.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	101862
Local authority	Ealing
Inspection number	10296703
Type of school	Nursery school and children's centre
School category	Community
Age range of pupils	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair of governing body	Dr Susannah Abbott
Headteacher	Ellie Larkin
Website	www.greenfieldschildren.com
Date of previous inspection	11 September 2018, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The nursery school is in the same building as a children's centre. The inspectors only inspected the education provision at this school.
- The school has provision for two-year-old children.
- The school provides before- and after-school childcare, which is managed by the governing body.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: communication and language, physical development and understanding the world. For each deep dive, inspectors held discussions about the curriculum, visited and sampled lessons and spoke to some

children about their learning.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of staff, leaders and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Meetings were held with the headteacher and senior leaders. Inspectors also met with some members of the governing body, including the chair of governors via a video link. An inspector also spoke with a representative of the local authority on the telephone.
- Inspectors examined a range of documents provided by the school, including leaders' school development plans and the school's self-evaluation document.
- Inspectors observed pupils' behaviour at lunchtime and in lessons.
- Inspectors considered the free-text comments made by parents in response to Ofsted's online survey for parents, Ofsted Parent View, as part of the inspection. Inspectors also spoke with parents at the beginning and end of the school day.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Jamie Hallums

Ofsted Inspector

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