

Inspection of a good school: Crosfield Nursery School

Elborough Road, South Norwood, London, SE25 5BD

Inspection date: 1 May 2024

Outcome

Crosfield Nursery School continues to be a good school.

What is it like to attend this school?

This is a highly inclusive Nursery school. Children enter school with smiles on their faces and settle quickly. They are keen to play together in the well-resourced indoor and outdoor areas. The caring and nurturing environment that staff create allows each child to thrive, be happy and safe.

Children learn in a calm and purposeful atmosphere. Expectations of children's behaviour and learning are clear and consistent. Children receive lots of positive praise for good behaviour. They are taught how to be kind. Children play nicely with each other. Adults encourage children to be autonomous and independent. Children make informed choices when participating in activities and social times.

Leaders and staff build strong working relationships and meaningful connections with children and their families. Staff communicate well with parents and carers. Many parents expressed that the school had gone above and beyond for their child and family. Parents of children with special educational needs and/or disabilities (SEND), value the care and support the children receive. They appreciate the opportunities the school provides to help them build on their child's learning at home. Whatever their starting points, the school ensures that children are prepared for the next stages of their education.

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

The school has developed an aspirational curriculum. It sets out a clear sequence of knowledge and skills that all children need to develop in all areas of learning. Key adults adapt and personalise the experiences they offer to the needs of each child. Children's additional needs are identified quickly. The school ensures that children, including those with SEND, get the right support. Adults support children to develop their ability to count, with many knowing numbers up to 10.

The school encourages all children to become confident communicators. Adults support children effectively to develop their speaking and listening skills. Leaders have given lots

of thought to the books children listen to and the songs and rhymes they sing. Children can often be heard singing freely and when staff use songs as part of everyday routines. Children are introduced to a range of books. Staff use story times to develop children's language and vocabulary well. However, sometimes opportunities to extend older children's language and deepen their thinking are not secure.

The environment is rich with opportunities that ignite children's imagination and build curiosity. Children benefit from the outdoor enrichment area. Staff help children to explore and learn about the natural world. They support children to develop physical skills and core bodily strength. For example, children work together to move large items, such as planks of wood safely. Staff encourage children to problem solve. For instance, children figured out how to tie knots using rope at various heights.

There is a strong focus on children's personal, social and emotional development. Adults support children to find ways of showing kindness towards others. For example, children help their friends who may be feeling sad to find a tissue. Others make models for each other so they can play. Children develop positive friendships with each other and adults. They are encouraged to try new things.

The school provides a wealth of opportunities for children's wider development. Adults teach children about other religions and festivals, such as Chinese New Year and Diwali. They encourage children to eat healthily. A visit from an oral hygienist helped children to understand the importance of brushing their teeth daily. Children enjoy hands-on experiences that support their understanding of the world. They took care of ducklings before returning them to the farm.

Staff are extremely proud to work here. Leaders make sure that workload does not become excessive. They ensure that adults have the expertise to support children's individual needs, care and safety. Staff value the genuine commitment to teamwork. This is central to the smooth running of the setting. Those responsible for governance provide leaders with effective support and challenge. They are diligent in fulfilling their statutory duties.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- On occasion, the development of older children's vocabulary, language and communication are not secure. This limits the deepening of some children's thinking, knowledge and skills. The school should ensure that all adults develop high-quality interactions with children to develop children's communication, language and vocabulary development.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. 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 good in February 2015.

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	101702
Local authority	Croydon
Inspection number	10323288
Type of school	Nursery
School category	Community
Age range of pupils	2 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	67
Appropriate authority	The governing body
Chair of governing board	Michelle McCann
Headteacher	Daniel Bissex (acting executive headteacher) Sylvie Nichol (acting head of Nursery School)
Website	www.crosfieldandselhurstnursery.co.uk
Date of previous inspection	18 December 2018, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Selhurst Nursery and Children’s Centre. The schools share the same acting executive headteacher and a governing board.
- The school offers a range of full-time and part-time places for two-, three- and four-year-olds.
- The school has breakfast-club provision on site.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors met with the executive headteacher, senior leaders, the chair and members of the governing body, a local authority representative and a range of staff.
- Inspectors carried out deep dives in communication & reading, personal, social and emotional development and understanding of the world. For each deep dive, inspectors met with leaders, spoke to members of staff, visited sessions and looked at documentation.
- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with parents at the start of the morning and afternoon sessions. Inspectors considered the views of parents and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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