

# Inspection of a school judged good for overall effectiveness before September 2024: Greenfield Nursery School

Hurst Drive, Waltham Cross, Hertfordshire EN8 8DH

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Inspection dates:

8 and 11 October 2024

## **Outcome**

Greenfield Nursery School has taken effective action to maintain the standards identified at the previous inspection.

## **What is it like to attend this school?**

Greenfield Nursery is a vibrant and happy place to learn. Children come into school happily, excited to see the fun learning staff have prepared for them. There is a buzz around learning. The school has created a bespoke, ambitious curriculum that meets the needs of the children. The school effectively adapts learning based on children's interests. There are high expectations for all children to be successful learners, and children achieve well.

Staff greet children warmly. There are positive relationships between staff, parents and carers and children. Children know staff by name. They seek them out to share their experiences such as a building they have made or to explore the African snails. Children know that the staff care for them and keep them safe. Children will ask for help if they need it such as putting on an apron or attending to a scrape.

Children are familiar with the routines of the nursery. They follow these confidently. Children take turns and share their toys in an age-appropriate way. There is a calm atmosphere. Children are highly focused and engaged in their chosen activities. Staff help children to learn the school's expectations for how to behave and, as a result, children behave well.

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

Since the previous inspection, the school has been through a period of change. It is now part of a federation with a local primary school. Leaders work together to ensure that the school is developing its educational offer and makes improvements. This includes developing positive attendance habits for children and their families in preparation for their next stage of education. Staff are extremely committed to the school. They are

proud to work at the school and feel well supported by school leaders.

The school has implemented a bespoke curriculum that incorporates children's wider development. This is due to the limited experiences that some children have on joining the school. Some children have not had contact with adults outside of their family so building and developing trusting relationships is prioritised.

The school ensures that language and communication are at the centre of the curriculum. In most areas of learning, the school has set out the language that they want children to use in their play and their interactions with staff. Staff are highly skilled at engaging children in talk. They model and use commentary to introduce new vocabulary and language structures. However, occasionally, staff do not model language for children, for example by reinforcing mathematical vocabulary during water play. This is because some staff are not clear on the vocabulary and language that need to be used in certain areas of learning.

Staff use their checks on how well children are learning to identify children's strengths and next steps. This information is used by staff to tailor learning to children's needs. Children with special educational needs and/or disabilities are supported well. The school has a very inclusive teaching approach. The school enables children to access the learning in line with their peers. For example, if children find it tricky to sit at the snack table, this will be adapted for the child and the snack will be taken to the child.

Children use the setting confidently. They know where resources are and what is expected of them when they are using them such as putting aprons on for painting. Children learn how to share and what it means to be a kind friend. They learn routines such as sitting together for nursery rhymes and story time. This helps them to be ready for the next stage of learning.

Children enjoy the range of activities that the school provides. They learn how to care for animals such as 'Peter Rabbit' and the chickens that wander free in the playground. Children show care and interest in the animals and their behaviour. Children also benefit from local trips that link to their learning such as going to the shops to buy ingredients for baking a cake. They learn about other cultures and recently enjoyed the cultural day that celebrated food from different parts of the world.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some areas of learning, staff do not know the key vocabulary that the school intends children to learn. This means that children sometimes struggle to express their understanding using appropriate vocabulary. The school should ensure it identifies the

key vocabulary that children should learn so that staff can develop children's communication and language effectively in each area of learning.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 first ungraded inspection since we judged the school to be good for overall effectiveness in June 2019.

## 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

<b>Unique reference number</b>	117067
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	10345162
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	122
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Diane Croston
<b>Headteacher</b>	Mireilli Forrest
<b>Website</b>	<a href="http://www.greenfieldnursery.co.uk">www.greenfieldnursery.co.uk</a>
<b>Dates of previous inspection</b>	25 and 26 June 2019, under section 5 of the Education Act 2005

## Information about this school

- The school has federated with a local primary school since the previous inspection.
- The school takes children from two to four years old and is open from 8:00am to 3:30pm, 38 weeks of the year, Monday to Friday. Children access their free entitlement of 15 hours. The school has made arrangements for 30-hour provision.
- Many children at the school speak English as an additional language. There are 10 different languages spoken at the school.
- The school does not use any alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation 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.
- During the inspection, the inspectors met with the headteacher, the deputy

headteacher, the inclusion lead and other senior staff. The lead inspector also met the members of the governing body, including the chair of the governors.

- The inspectors visited a sample of lessons, spoke with children about their learning and looked at samples of children’s work.
- To evaluate the effectiveness of safeguarding, the 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’ interest first.
- Throughout the inspection, the inspectors met with groups of staff. The lead inspector also considered the opinions expressed through the staff survey.
- The inspectors met some parents at the beginning of the day and had regard to the views expressed through Ofsted Parent View.
- The inspection started on 8 October 2024. It was paused in line with [Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy](#). Inspectors returned on 11 October 2024 to complete the inspection.

### **Inspection team**

Nerrissa Bear, lead inspector

His Majesty’s Inspector

Caroline Crozier

His Majesty’s Inspector

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