

# Inspection of a school judged good for overall effectiveness before September 2024: Fawood Nursery School & Family Wellbeing Centre

35 Fawood Avenue, London, NW10 8DX

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Inspection date:

25 February 2025

## **Outcome**

Evidence gathered during this ungraded (section 8) inspection suggests that the school's work may have improved significantly across all areas since the previous inspection. The school's next inspection will be a graded inspection.

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

Fawood Nursery School is a joyous place. The welcome is warm, and routines are clear. This helps children to settle quickly. Staff act as inspiring role models. This sets a tone of respect, which permeates school life. Children learn swiftly how to make friends and solve conflicts. This leads to a conducive atmosphere where everyone can grow and thrive. Parents and carers are overwhelmingly positive about the school.

The school has extremely high ambitions for all its children. Additional support for children that may need this, such as children with special educational needs and/or disabilities (SEND) and children at the early stages of learning English, is highly effective. There are no limits to what children can achieve both personally and academically. Children acquire strong building blocks to move on confidently and successfully to their next school. Careful planning with a strong focus on vocabulary, number, creativity and social skills enables children to flourish.

The school is passionate about giving children exciting opportunities. These are carefully interwoven with the curriculum. For example, the youngest children learn the rhyme 'The Wheels on the Bus'. They then visit the local bus station where they can learn about buses in greater depth.

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

The school has worked highly effectively to enhance the curriculum further since its previous inspection. Its curriculum is exceptionally ambitious and clearly lays out

milestones for children to achieve. Staff check children's learning against these milestones at regular intervals, providing additional support to any children in danger of not meeting them. In this way, children make great strides in their development.

There is a concerted focus on stories and rhymes. Staff share core books with children regularly. There are opportunities for children to re-enact these stories in their play and to take the books home. Children therefore embed the language of stories from an early age.

Staff have a detailed understanding of how young children develop. This underpins the way they interact with children in their day-to-day work. For example, they understand the importance of repetition so use focus words regularly to ensure children remember them. As a result, children use these words in their own play.

Children's independence is developed from the outset. They quickly learn to put on their coats, take out and put away the resources they want and even to sweep up. As they get older, they write their names every morning for registration.

The school creates opportunities for children to take responsibility for their learning. For example, children take photos linked to themes in the curriculum. They evaluate these critically, justifying their choices. The best one is then printed and shared with parents.

Similar opportunities exist for children to interact with their environment. For example, children look after the school's snails, explaining that they have to mash the food to make it soft enough. They plant their own vegetables, collect food scraps for compost and use this to feed their plants, which they go on to harvest and eat later in the year. This enhances their learning about plants and animals.

Children behave exceptionally well. Staff support them to meet the school's high expectations. Staff identify quickly where children need extra help with this. For example, some children with SEND, both in the mainstream school and in the additional provision, benefit from tightly focused support to develop turn-taking and listening skills.

The school works closely with parents and other agencies to enhance outcomes for children, including promoting regular attendance. Newsletters, coffee mornings and a secure online platform keep parents informed about what their child is learning and other aspects of school life. The school's close ties with the family well-being centre ensures parents have access to a range of services if they need additional help.

Staff are positive about how the school considers their workload and well-being. They benefit from ongoing training and say they feel part of a supportive team.

## **Safeguarding**

The arrangements for safeguarding are effective.

## 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 September 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>	101490
<b>Local authority</b>	Brent
<b>Inspection number</b>	10345735
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sacha Lumley
<b>Executive Headteacher</b>	Nisha Lingan
<b>Website</b>	<a href="http://www.fawood.co.uk">www.fawood.co.uk</a>
<b>Dates of previous inspection</b>	24 and 25 September 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is federated with Curzon Nursery School and Curzon and Fawood Family Wellbeing Centre. They share one governing body.
- The school provides a specially resourced provision for the equivalent of 10 full time places for children with SEND. This is called 'Rainbows' and is primarily for children with autism spectrum disorder.
- The school does not use any alternative provision.
- The school provides a breakfast club on site and access to after-school provision and holiday provision at the Curzon site.

## 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.

- Inspectors met with the executive headteacher and her senior team, members of the governing body, including the chair and the vice-chair, as well as a representative of the local authority. They also held a telephone call with an external consultant who works closely with the school.
- Inspectors visited lessons and children’s free flow time, looked at samples of children’s work and spoke to children about their learning.
- 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’ interests first.
- The inspectors spoke to parents at drop-off and pick-up times and took account of the responses to Ofsted’s online survey, Ofsted Parent View. They also considered the responses to the staff survey.

### **Inspection team**

Jeanie Jovanova, lead inspector	Ofsted Inspector
Curtis Sweetingham	Ofsted Inspector

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