

Maytree Nursery School

Inspection report

Unique Reference Number	100553
Local Authority	Lambeth
Inspection number	276327
Inspection dates	16–17 May 2006
Reporting inspector	Sue Vale

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number on roll	
School	
Appropriate authority	The governing body
Chair	Mr Darren Sanders Ms Jenny Bruce
Date of previous school inspection	Not previously inspected
School address	Clarence Crescent London SW4 8LN
Telephone number	02086713298
Fax number	02086740791

Age group	3–5
Inspection dates	16–17 May 2006
Inspection number	276327

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Maytree Nursery is situated in a New Deal for Communities regeneration area of high deprivation in Lambeth. There are 60 full time places on role. A third of children are learning English as an additional language. Over two thirds are entitled to free school meals with other families also on low incomes. The area is fairly mobile and the ethnic make-up of each cohort changes rapidly. Currently, 35% of children are refugees or asylum seekers and a significant number are in temporary accommodation. There are 19 different languages spoken by the children and their parents and 15% of the children live in single parent homes. The nursery is part of a community education zone. The school achieved a national training special award in 2004, and is designated a Healthy School.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Build on the firm start already made towards becoming a children's centre, particularly by increasing the involvement of children's families.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is outstanding. All adults who work with the children have high expectations of what they want them to achieve and are very good role models. They have the balance right between when to leave children to explore and find out things for themselves and when to be involved in order to challenge and move children's learning on. This is why children make such rapid progress.

Staff make excellent observations of how well children are doing in their work and of their individual interests. This information is used well to plan for children's needs. Staff are adept at developing and increasing children's vocabulary. They are particularly skilled in developing children's imaginative play, and setting up problem solving activities which challenge children and stretch them in their learning. All children make huge gains in their understanding because adults' enthusiasm motivates them to find out more. As one parent commented, 'there are always plenty of different activities for children to partake in, with no pressure from teachers on specific tasks.'

Effective systems are in place to track children's progress. Staff use assessment information well to match work to children's abilities, providing good support for those with learning difficulties and for those children learning English as an additional language. More able children are equally well challenged and the newly instigated extension group, which meets daily for a story in the garden, is a good example of how activities are planned to support the needs of individuals.

Curriculum and other activities

Grade:

The well-planned, stimulating and varied curriculum promotes relevant and practical learning both inside and outdoors. Hands-on activities make learning fun and children are encouraged to take responsibility for their own learning and to make their own decisions when solving problems. This, they do very well. Children with learning difficulties are fully integrated and, as one governor commented, 'what strikes you here is how inclusive the nursery is.' There is excellent provision for those children at an early stage of learning English and a high priority

in the curriculum on the development of speaking and extending the children's vocabulary. The curriculum fully reflects the variety of cultures found at the nursery.

The quality of provision for imaginative play is outstanding. There is very effective use of information and communication technology such as the use of the interactive white board. As a parent commented, 'the broad range of subjects studied are fantastic and fun.' Creative development is equally encouraged and children make great gains in designing and creating models and pictures, and in then using what they have made in their imaginative play.

Throughout the year children have many opportunities to enhance their learning through visits to local places of interest, such as museums, art galleries and from visitors such as artists.

Care, guidance and support

Grade:

The nursery is safe and secure and staff work closely with parents to ensure their children's well-being. The outstanding work done with families of autistic children and the support shown for children with learning difficulties reflect the positive care and guidance given to children and families alike. Staff are trained in child protection procedures. Risk assessments are carried out regularly, both around the nursery and for when children go out on trips. Individual and small group work, planned to meet the individual interests of children, enhances their personal, social and emotional development so that they become confident, independent and happy learners, who reach high standards.

Leadership and management

Grade:

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Text from letter to pupils explaining the findings of the inspection

Children

I really enjoyed visiting your Nursery. It is a lovely friendly place to learn and a wonderful start to your education. I really liked the outside area and garden that you have.

You and your teachers do lots of things really well;* You are very good at working out how to solve problems* You work very hard and learn lots of interesting things* Your teachers also work very hard and make what you learn exciting* You are very good at finding out about things and how they work and about the world around you. Do you remember when you let the frogs back into the pond? It was good fun.* You are excellent in your imaginative play, such as when you built the spider man web in the garden.

Your headteacher and other staff are excellent at what they do. They are working very hard to get ready for turning the Nursery into an even more special Children's Centre.

With best wishes

Sue Vale

Lead Inspector