

# Eastwood Nursery School

## Inspection report

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<b>Unique Reference Number</b>	100991
<b>Local Authority</b>	Wandsworth
<b>Inspection number</b>	276437
<b>Inspection date</b>	27 September 2006
<b>Reporting inspector</b>	Sue Vale

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jill Streatfield
<b>Headteacher</b>	Mrs Liz Rook
<b>Date of previous school inspection</b>	14 February 2000
<b>School address</b>	Aubyn Square Roehampton London SW15 5PW
<b>Telephone number</b>	02088763976
<b>Fax number</b>	02088763976

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## Introduction

The inspection was carried out by an Additional Inspector.

## Description of the school

Eastwood Nursery has sixty full-time equivalent places. Forty children are full-time and nine part-time. Of these 24% attend on the recommendation of social services. Most children start at the nursery in the term following their third birthday. Overall, children's starting point is below average in spoken language with 37% of children learning English as an additional language.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Eastwood Nursery is a good school where children receive a very good start to their education. Leadership by the headteacher is outstanding. Clarity of vision and effective action enable children to make rapid progress. The headteacher has a real understanding of the strengths of the nursery and what it needs to do to improve further. Governors make a strong contribution and are fully supportive of the school's work. The school has maintained the high quality of its provision since the last inspection and has good capacity for further improvement.

Most of the children begin school with broadly average knowledge, skills and understanding. A significant number have lower than expected skills in spoken English and in personal, social and emotional development. Consistently good teaching and an interesting, varied curriculum in which children are encouraged to be independent help them to overcome difficulties in these areas quickly. Consequently, they leave nursery working at expected levels for their age. Well planned practical activities allow children to develop an exceptional maturity for their age so that their own interests and abilities are developed very well. This provides them with a strong foundation for the next stage of their education. As a result, children achieve well and progress rapidly towards the early learning goals set for children of that age. Children's mathematical development is slower particularly in understanding number and using correct mathematical vocabulary. The nursery has rightly identified this issue and is taking action to improve the situation.

Children's personal development and well-being are outstanding. Children are very happy and keen to discover more about the world around them. Children quickly become independent and confident learners and they work and play together very well. Many children show mature attitudes for their age.

Children's learning is observed and monitored carefully so that teachers plan effectively for the next steps in order for children to move on in their learning. Children really enjoy coming to nursery because they are encouraged to try things out for themselves and make sensible decisions about their work.

### What the school should do to improve further

\* Develop children's mathematical skills, particularly in relation to number and vocabulary related to mathematics.

## Achievement and standards

### Grade: 2

Children achieve well, and make good progress in acquiring new skills, knowledge and understanding. They make particularly rapid progress in their personal social and emotional and spoken language development. This is partly due to the fact that key personnel know the children in their care very well, and are able to help them to develop their individual abilities and interests. The strong focus on developing children's speaking skills and their independent play ensures that they become confident, enthusiastic and keen to learn quickly. By the time they leave, usually after only three terms, children are working at levels which are in line with those expected for their age. Children's mathematical development, whilst satisfactory, is not as rapid as in the other areas of learning because they do not have enough opportunities to develop the vocabulary or use numbers in their work. There is no significant variation in the

performance of different groups of children and those learning English as an additional language achieve as well as their peers. The small number of children with learning difficulties or disabilities are fully involved in nursery life and also make good progress.

## **Personal development and well-being**

### **Grade: 1**

Children's personal development and well-being is outstanding. The children make excellent and rapid progress in their personal development. Their spiritual, moral, social and cultural development is very good. Children are very happy and keen to discover more about the world around them. This is helped by the high quality learning environment, both indoors and outside, that motivates and stimulates their interest. Children are eager to come to nursery and their attendance is good. They show a real interest in trying out new things; many regularly ask 'Why? How? What for?'. Children quickly become independent and confident learners and they work and play together very well. Many children show mature attitudes for their age in choosing activities and trying out new experiences. For example, knowledge and skills learnt in one activity are carried across and tried in another area of learning. This prepares them well for the next step in their education. Children make an extremely positive contribution to their own nursery community. Children work safely and enjoy healthy snacks and meals.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. The teachers' good knowledge of the early years curriculum and of individual children's interests and abilities mean that children make very good progress in their learning and achieve well. This is because sessions and activities are well planned, although more could be done to support mathematical development. The emphasis on providing an interesting and stimulating curriculum means that children want to participate and are eager to try out new activities. Subtle intervention by adults when extra help or support is needed contributes very effectively to children's good progress. This is particularly true in the area of personal social and emotional development. Support staff work well with those children with learning difficulties and disabilities and with those who are new to learning English. Children genuinely enjoy learning because teachers encourage them to make their own independent choices. They are pleased with their achievements and eager to share their new knowledge with adults. Adult observations of what the children know and understand confirm their rapid progress.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is very good. Excellent knowledge of how young children learn ensures that staff plan and prepare activities which really influence and motivate children to want to learn. Basic skills are taught well through encouragement and interesting practical 'hands-on' activities. There is good use of information and communication technology. The curriculum does not develop children's mathematical understanding as effectively as other areas. The mathematical aspect of the curriculum has been identified correctly as an area which the nursery wants to develop still further. The school is planning how to increase children's knowledge of number and mathematical vocabulary. Children with learning difficulties and disabilities are fully

integrated and, as one parent commented, 'My child's learning is facilitated by the bright and positive atmosphere and imaginative approach to learning.'

### **Care, guidance and support**

#### **Grade: 1**

The care guidance and support which children receive at the nursery is outstanding. Staff provide excellent support for children through their day to day care. The key personnel know the children very well and ensure individual needs and interests are fully catered for. The school's arrangements for safeguarding and protecting children are good and all staff have recently been trained in child protection procedures. Parents are made very welcome at the nursery. Coffee mornings and discussion groups are regularly held to both inform and to listen to parents' views. These are led well by the family worker. Family support is also given to give ideas to parents to support their children's learning at home. The nursery provides an inclusive, safe, caring environment. Regular observations and assessments are used carefully to plan the next stage of children's learning and to see what they need to do next to progress in their learning.

### **Leadership and management**

#### **Grade: 2**

Leadership and management are good. Leadership by the headteacher is outstanding. In a short space of time she has introduced a number of effective new strategies that are already proving to be highly successful in moving the nursery forward. Her clear vision and high expectations have been implemented by the staff. This means that children are receiving a very good education. The recently introduced daily team meetings about the progress children have made throughout the day ensure that the individual needs and interests of children are specifically planned for the next day. Governors are knowledgeable and supportive. They ask searching questions of the headteacher and act as a critical friend. There is a very large carry forward of the budget. The governors have designated this money to be spent when the nursery moves and becomes a children's centre, in the near future. The key person approach ensures a smooth, calm start to the day and parents and children alike are pleased with it.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

It was lovely to meet you when I came to visit your nursery. I enjoyed playing outside and looking at the snails with you.

Eastwood nursery is a good nursery.

There are lots of things which you do well.

- \* You really like coming to your nursery. You like learning lots of interesting new things.
- \* Some of you are very grown up and show real independence for children your age.
- \* Your teachers plan good activities for you and help you to make good progress in your learning. They are good teachers.
- \* You have an excellent headteacher who leads the nursery very well.
- \* The teachers and other staff look after you very well.

In order to make your nursery even better;

- \* You need to do more work about numbers and learning about mathematics.

Regards

Sue Vale

Lead inspector