

Bayonne Nursery School

Inspection report

Unique Reference Number	100318
Local Authority	Hammersmith and Fulham
Inspection number	285765
Inspection date	4 October 2007
Reporting inspector	Charalambos Loizou

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	46
Appropriate authority	The governing body
Chair	Mr David Coleman
Headteacher	Mrs Patricia Logan
Date of previous school inspection	9 July 2002
School address	50 Paynes Walk London W6 8PF
Telephone number	020 7385 5366
Fax number	020 7386 7971

Age group	3-5
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Bayonne Nursery is located in a mixed area of private and social housing. Nearly half of the children receive a free school meal. It admits three-year-olds in September and January. Initially parents and carers are offered the choice of part-time or full-time places for their children. During the course of the year, the school admits up to 60 children and they all become full-time. The children come from a wide range of backgrounds that represent the ethnic and cultural diversity of the local area. Nearly half are learning English as an additional language. A small but significant number of children have learning difficulties or disabilities. The school is staffed by teachers, nursery nurses and other specialist staff who support pupils with specific learning needs. There are close links with outside agencies that support children with special educational needs. The school provides breakfast and after-school clubs and accommodates a parent and toddler group twice a week.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The children achieve extremely well in this outstanding school. They develop excellent personal qualities, behave extremely well and treat other children and adults with respect and courtesy. The inspirational and highly effective leadership of the headteacher and outstanding teaching benefit the children enormously. Parents are overwhelmingly pleased with the school. Nearly all pay tribute to the staff, 'Both my children have attended Bayonne and we could not have asked for more. It is a fantastic school', is one of many typical comments, and they are right, it is a superb school.

Children of all backgrounds and abilities make excellent progress. By the time they leave, standards in all areas of learning are well above those expected of four and five-year-olds. Excellent attendance rates reflect how well children enjoy school. They are busy and absorbed by all that is offered. 'Phew! I have lots of work', says one when asked what they have chosen, and 'I am gardening today', says another when picking up a trowel to dig up beetroot. Those learning English as an additional language receive highly effective support and make rapid progress developing speech and language. Children with learning difficulties or disabilities are extremely well supported by the talented staff team. The staff ensure that all children work and play in clean, safe and stimulating indoor and outdoor areas.

The school encourages the children to be active and independent. Tidy up time and clearing away after lunch develop their sense of responsibility, 'I know my job today', says one as she rolls up her sleeves to clear up the dough table. New arrivals quickly settle into routines because their more experienced classmates help them to integrate. Children feel special because their efforts are valued, as when one child naturally applauded the work of another when working on the computer. Children wait their turn, share resources and cooperate, showing maturity well beyond their years. They model the behaviour of others, including their parents, as one role-played her mum busily mixing a bowl of porridge while 'answering a call on the mobile phone'. Inclusion, racial harmony and relationships in this culturally diverse school community are excellent.

The spiritual, moral, social and cultural development of the children is outstanding. They learn about the wider world through a wealth of practical experiences. These include African drumming, music and dance from different cultures around the world. Excellent lunches and very active and physically challenging activities at the 'Forest School' on Wimbledon Common help the children to learn about healthy living and the natural world around them. Records of children's progress and attainment are kept thoroughly. However, the school does not always use assessment data efficiently to analyse or set challenging targets that maximise the progress and performance of the children.

Outstanding leadership and management ensures that the school knows its strengths and what needs to be improved. The solar powered building and the strong commitment to re-cycling and healthy lunches demonstrate that the school is enterprising, innovative and forward thinking in seeking to grow and develop. Outstanding improvements since its last inspection show that it has excellent capacity to keep on developing. The school's accurate evaluations of its effectiveness, although modest in some areas, reflect the very high expectations the headteacher and governors set themselves. They work in excellent partnership with parents, schools and organisations. Governors are highly effective and a real asset to the school.

Effectiveness of the Foundation Stage

Grade: 1

As a nursery school, the Foundation Stage is completely covered by the Overall Effectiveness section.

What the school should do to improve further

- Develop a system of assessment that is accessible and used by the staff to set targets that maximise the performance and progress of the children.

Achievement and standards

Grade: 1

The children start school with knowledge and skills that are typical of three-year-olds, although the majority start with language and communication skills that are below those expected for their age. Children of all backgrounds and abilities make rapid progress so that standards are well above those expected of four and five-year-olds in all areas of learning. Their social and physical skills are particularly good because of the wealth of challenging indoor and outdoor activities. Excellent teaching enables those in the early stage of learning English to quickly gain confidence and engage in conversation with others. Early reading and writing skills develop rapidly when children handle books and talk about stories. Children learn to link familiar letters and sounds to stories and characters in nursery rhymes. Mathematical development is rapid as the children count using their fingers as a reference when singing counting songs.

Personal development and well-being

Grade: 1

The children develop a very positive approach to learning and form excellent relationships. They are extremely well behaved and mature into courteous and caring young people. They participate enthusiastically in sport, music and the creative arts. A visiting coach provides challenging coordination tasks so the children work as a team when they link together using hoops to form the 'Adventure Train'. The children learn about health and safety when in the role-play 'Bayonne Hospital', caring for wounded teddies, administering first aid and making sure they are bandaged properly. Pupils play together very well in the exciting home corner, making decisions about where to store items or what healthy foods to prepare for lunch. They reflect on and celebrate festivals from around the world, and read stories from Africa or the Caribbean as part of the celebration of Black History month, which heighten the children's awareness of cultural diversity. The pupils are learning information and communication technology (ICT) and basic skills that give them an excellent basis for their future education.

Quality of provision

Teaching and learning

Grade: 1

The staff plan highly effective activities for the children, giving careful consideration to their individual needs. They strike an excellent balance between direct and supervised instruction, as well as allowing the children to explore for themselves. The outstanding support and teaching provided, including the teaching of children in the early stages of learning English, provides a strong foundation for children's learning and well-being. The imaginative use of resources

provide a wealth of opportunities for the children to explore, experiment and learn through trial and error. The children's natural curiosity is stimulated when playing with sand and water or when climbing or when crawling through tunnels. Adults extend their thinking further by asking questions and probing further, as when one child wanted to know, 'where is the water going?' as it poured on to the floor. Children experiment with malleable materials, choosing the most appropriate tools to make spaghetti with dough. The children quickly develop their fine motor skills and coordination when handling hammers and saws to construct shapes with wood and other materials.

Curriculum and other activities

Grade: 1

The school's curriculum offers depth and exceptional enrichment. The staff have successfully devised a balanced programme that utilises both indoor and outdoor settings. A wide range of educational visits, including outdoor learning at 'The Forest School', adds an extra dimension to children's learning. Large or gross motor skills are developed when children climb, crawl or engage in problem solving tasks. Different areas of learning are skilfully incorporated into each activity so, for example, children use their mathematics skills to estimate how many beetroots have been grown this year before counting them and then apply their scientific knowledge to explain why some have grown bigger than others. They read and talk about story books and recognise letter shapes to quickly associate sounds with letters. The children dress up and take part in a wide range of role-play that helps to develop their early language skills and self-confidence. When dressed as police or fire officers they learn to act responsibly and to help others in the community.

Care, guidance and support

Grade: 1

There are excellent induction arrangements to ensure that the children quickly settle in school and are safe and well cared for. Highly competent care and the expert attention of nursery nurses ensures that the children work and play in a happy, stimulating and secure environment. As one parent commented, 'This place is brilliant, my child's special needs are extremely well catered for'. The headteacher and governors undertake systematic and robust risk assessments so that activities and special visits are safe and well planned. The staff successfully communicate the school's vision and aims to parents. There are excellent arrangements to communicate the children's achievements using child profiles that record children's work and progress. Regular assessments are made of the children's performance, although there is scope for improvement to ensure that these are more accessible to staff so can be used efficiently to set challenging targets.

Leadership and management

Grade: 1

The headteacher's inspirational leadership and the staff's dedication to the children and their families have guided excellent improvements since the last inspection. The school knows itself very well which is reflected in the high quality of school self-evaluation. Planning for improvement takes very good account of the children's views as well as that of the parents and carers. Robust analyses of the children's performance has sharpened the way teachers and nursery nurses assess the performance of the children. The incisive evaluation and development

of teaching since the last inspection have ensured standards have improved. Governors provide highly effective support. Very good systems are in place to ensure they monitor the school's performance with the headteacher and staff. Indoor and outdoor resources are of excellent quality, and create a thoroughly stimulating learning environment for the children.

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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	School Overall
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Overall effectiveness

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

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	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

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

12 October 2007

Dear Children

Inspection of Bayonne Nursery School, London, W6 8PF

You were all so lovely to me when I came to your school. I think your school is brilliant. There are lots for you to do and you enjoy going to school very much. Your parents also think your school is great and I know this because many have told me.

Well done to you and your teachers, I wish I could have stayed longer because it really is a fun place to be. I also enjoyed lunch, you are so lucky to have such caring people all the time you are there. Breakfast club was lovely and I liked your outside area very much. You are very good at looking after your school and I like the way you grow things like beetroots and vegetables, that's really clever.

I have asked your teachers to keep checking your work so you can do even better.

I wish you and your parents the very best and I am so pleased to have met your lovely teachers and carers. They are fantastic.

Thank you so much children.

Charalambos Loizou

Lead Inspector