



Ann Bernadt Nursery School

Inspection Report

Unique Reference Number 100768
Local Authority Southwark
Inspection number 285878
Inspection dates 8–9 February 2007
Reporting inspector Jo Curd

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

Type of school	Nursery	School address	The Ann Bernadt Early Years Centre Chandler Way, Peckham London SE15 6DT
School category	Community	Telephone number	020 7525 1199
Age range of pupils	3–5	Fax number	020 7703 2891
Gender of pupils	Mixed	Chair	Ms Gill Penlington
Number on roll (school)	82	Headteacher	Ms Georgie McCall
Appropriate authority	The governing body		
Date of previous school inspection	12 June 2002		

Age group	Inspection dates	Inspection number
3–5	8–9 February 2007	285878

© Crown copyright 2007

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

There are currently 40 children full time at the Nursery. An additional 24 attend in the mornings and 18 more solely in the afternoons. There is a disproportionate number of younger children and 4 have not yet had their third birthdays. Many are from disadvantaged backgrounds. Most have English as an additional language. Twenty six different languages are currently spoken or understood by the children. Eleven of the children are at early stages of learning English. The majority of children are of African, particularly Nigerian, descent. Ten children have learning difficulties or disabilities, and one has a statement of special educational need. The Nursery shares the building with an early years centre catering for children from six months to three years. Longstanding plans, and considerable construction work, to amalgamate provision in a children's centre are ongoing and not yet finalised, leaving the future of the Nursery uncertain. The Nursery has been without a permanent deputy for several years and only two of the four class teachers are permanent. Extended day care for up to twenty four Nursery children has just been resumed after a gap of three years, and was inspected at the same time. That report is appended to this report on the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good Nursery where children are well cared for and are making good progress in learning and personal development. Strong teamwork and positive relationships predominate. Children clearly enjoy coming and some are sad to leave. One parent said 'This is an excellent Nursery school. My son enjoys going and misses not going at weekends'. The head teacher has worked patiently and effectively to maintain and develop the Nursery's calm and positive ethos in a period of sustained uncertainty about its future. Five years ago it was agreed that early years provision and the Nursery school which currently share the building would be amalgamated into a children's centre. Final agreement and specific details about this have still not been made. Discussions, negotiations and ongoing building work for this have taken a considerable amount of the head teacher and Governors time and energy. Leadership and management are good.

Recruitment of staff has been difficult. However, the positive and professional attitude of the head teacher has contributed considerably to the current position of relative stability. Although some are on temporary contracts all the staff are highly committed to the Nursery, its families and the children's development. As a parent said 'All the staff are very friendly and the atmosphere in the Nursery is very welcoming. It makes parents stop and chat with the teachers even on the busiest days'. Links with other groups, including students and visiting specialists are good, contributing well to the broad, balanced and well enriched curriculum. Children start the Nursery with a wide diversity of understanding, skill and experience. Overall attainment on entry is below expectations for this age. Many of the children are learning English as an additional language and several have complex learning difficulties and disabilities.

Through good teaching and a very rich learning environment, the achievement of all the children is good. Children enjoy rich, diverse and stimulating experiences, for example, growing vegetables, playing steel drums and exploring snow and ice. Through clear guidance and many first hand experiences with a wide range of resources they successfully learn to play and work safely together. They are well prepared for the next stages of their life and learning. They develop good attitudes to health through exercise, and eating fruit, as well as appetising freshly cooked meals at lunch time. Teaching and learning are good. By the time children leave for their Reception classes most have reached the levels expected nationally. Staff use their good knowledge of the children to inform parents and guide future planning. Progress in mathematical development is not as good as other areas because there is not enough consistent and ongoing input from staff. Children contribute well to the community, helping to lay tables for lunch, give out work and suggesting ideas for activities. Spiritual, moral, social and cultural development is good.

Good leadership and management have sustained good provision and achievement despite difficult circumstances. The head teacher, governors and staff know the Nursery and the children's needs well. However, monitoring and evaluation have not been sufficiently thorough and effective. Identification of weaker aspects, such as the

teaching of mathematics, has not always led to improvement. Given this and the continued uncertainty of the Nursery's future capacity to improve further is satisfactory.

What the school should do to improve further

- Improve the frequency and effectiveness of monitoring and evaluation, so that it reflects, develops and sustains the Nursery's good practice.
- Improve the teaching of mathematical development by ensuring well focussed, effective and regular adult input.

Achievement and standards

Grade: 2

Although children come to Nursery with a wide diversity of attainment and experience, standards are generally below those expected for this age. Achievement is good and most children, including those who have English as an additional language, reach the levels expected by the time they move on to their Reception classes. Progress in personal and social development is particularly good because of the interesting curriculum and strong cohesive teamwork between staff, resulting in a consistent approach to behaviour. Achievement in mathematics is lower because teaching is less focussed and consistent. There are no significant trends in the achievement of different groups over time. More able children are now making better progress because activities are more open ended and teaching in small groups is good. Children with learning difficulties and disabilities are making good progress in their learning and personal development because of the warm, encouraging support they are given.

Personal development and well-being

Grade: 2

Children are generally well behaved, friendly and independent. They enjoy Nursery and enter eagerly. Most quickly learn to separate from parents and carers. Levels of attendance are satisfactory and absences are followed up well. Most children with learning difficulties and disabilities benefit greatly from following the good attitudes and behaviour of peers and the tender care and attention they are given. Children use resources and play together safely, benefiting from effective support and guidance where necessary. They are developing healthy lifestyles through exercise outside in all weathers, eating fruit and healthy cooked lunches. One boy proudly showed off his biceps after he had played outside and eaten all his vegetables at lunch time. Children contribute well to their school community through setting the tables at lunch time, tidying up and helping to give out work at the end of the day. Spiritual, moral, social and cultural development is good. Children are well prepared for the next stages of life and education because they make good progress and learn to share and play well together.

Quality of provision

Teaching and learning

Grade: 2

Staff have a good understanding and knowledge of young children and their development. They use this well to create a rich and stimulating learning environment which contributes well to children's good achievement and personal development. Many interesting, attractive and open ended activities are available each day. All the children are encouraged to participate in broad and enriching experiences, including outdoor exploration and play and visits to the library and museums. Children are engaged, independent and motivated. Staff know children well. They use assessments effectively to plan activities which will interest and extend different children's learning. Adult interactions with children vary. Whilst most conversation and questioning aids children's progress, some is insufficiently relevant and engaging. Specific teaching of mathematics is insufficiently regular or consistent for children to make good progress in all aspects of this.

Curriculum and other activities

Grade: 2

The curriculum is good. Strong links with others, including students, parents and other professionals contribute well to its good breadth and balance. It is well enriched through visits and visitors, such a specialist music group, which children enjoyed greatly. Children's engagement in a wide range of open ended activities is successfully resulting in good achievement and personal development. It is adapted well to meet individual needs, including those of younger children and current interests and concerns. The outdoor area has been developed well over recent years and now provides a stimulating environment covering all areas of learning. Safety is paramount and children are encouraged to be responsible for the safety of themselves and others. A recent focus on early writing skills and 'mark making' has increased children's interest, involvement and motivation, especially by boys. Although a range of mathematics is frequently included in the curriculum this is not sufficiently regular or consistent to ensure good progress in all aspects.

Care, guidance and support

Grade: 2

Care, guidance and support are good because of staff commitment and warm relationships which pervade the Nursery. Good communication, teamwork and positive relationships between staff are fostered at the weekly breakfast they share together. These enhance the Nursery's atmosphere and provide an encouraging atmosphere in which all children are achieving well in learning and personal development. Maintenance of this during difficult times has been a high priority for staff and a key result of the Nursery's good leadership and management. Procedures for securing children's safety and well-being are secure. Staff know children well and keep adequate records of

progress, including the children's own views of this, in all areas of development. This knowledge is generally used well to guide children's future learning, for example, developments in early writing skills. However, specific guidance in some areas of mathematics is insufficiently consistent. Children with learning difficulties and disabilities and those with challenging behaviour are cared for well and are making good progress in learning, behaviour and attitudes.

Leadership and management

Grade: 2

Leadership and management have improved since the last inspection and are now good. Decisions which are not in the hands of the school have put considerable strain on all the staff. The head teacher has successfully maintained and developed the positive ethos and atmosphere of the Nursery and there has been good progress since the last inspection. Assessments have improved and all children, including the more able, are making good progress in the broad ranging attractive open ended activities always available. Although the head teacher knows the Nursery, staff and children well, monitoring and evaluation are not done sufficiently regularly or thoroughly to bring about further improvements, for example in the teaching of mathematics. Some written documents lack clarity and consistency. Governance is satisfactory. Although governors are led by a hard working, committed and able chair and vice chair they are not yet monitoring and evaluating provision sufficiently or ensuring that all policies are regularly reviewed and updated. Subject leaders have undertaken training and are developing their subjects well but are not yet monitoring or evaluating provision sufficiently.

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.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
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

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
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	3
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

Thank you for making me feel so welcome when I visited your Nursery recently. I enjoyed my lunch with you, playing outside with you in the snow and the music workshop. Thank you for showing me different parts of your Nursery and helping me with my work.

I can see that you have a good Nursery where you are all learning well and are well looked after. You clearly enjoy Nursery and generally play and work well together. You are well behaved, interested in your learning and are learning to do many things without help. Your teachers provide many interesting activities for you inside and out and you have lots of special times together.

I was very pleased to see how many of you recognise your names and those of others. I was also pleased to see that several of you count well and can understand numbers. I have asked your teachers to spend some more time teaching you things about mathematics, such as what different numerals look like and how you too can write these. I have also asked them to spend some more time looking carefully at how good the Nursery is and how it can be made even better.

Perhaps you could help them by telling them when you particularly like an activity and when it particularly helps your learning.

Thank you again for your welcome and help. I wish you and your families all the best for the future.

Jo CurdLead inspector