

# Granville Plus Children's Centre

## Inspection report

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<b>Unique Reference Number</b>	101492
<b>Local Authority</b>	Brent
<b>Inspection number</b>	286081
<b>Inspection date</b>	17 January 2008
<b>Reporting inspector</b>	Bernice Magson

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>	Maintained
<b>Age range of pupils</b>	3-5
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	40
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Matthew Stevenson
<b>Headteacher</b>	Ms Lesley Benson
<b>Date of previous school inspection</b>	21 November 2001
<b>School address</b>	Granville Road London NW6 5RA
<b>Telephone number</b>	020 7604 2487
<b>Fax number</b>	020 7604 2488

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<b>Age group</b>	3-5
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## Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how the Nursery is seeking to improve standards and achievement in children's communication, language and literacy skills, and in their mathematical development; if the differing needs of children are addressed effectively in the school's provision; and how leaders at all levels determine the school's direction, measure its performance and evaluate its outcomes. Evidence was gathered from the school's records, planning and policies, from observing teaching and learning, and from discussions with children, staff and governors. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in self-evaluation, were not justified, and these have been included in this report.

## Description of the school

This is a small Nursery school, which serves a diverse social community. Most children join the school at the start of the Autumn term after their third birthday. They attend full-time, and have an option of extended care in the mornings or after school. Almost all children come from minority ethnic backgrounds and a higher than average number is learning to speak English as an additional language. Well above average numbers of children have learning difficulties and disabilities. One child has a statement of special needs. The Nursery was designated as a Children's Centre in November 2006, providing a range of additional support services for children and their families. The school has achieved the Effective Early Learning Quality Assurance Award.

## 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 school, which meets its mission statement to provide children with 'firm foundations in their education'. Parents are very positive about its family ethos, where the needs of the individual are addressed well, and the richness of its cultural diversity is celebrated. One parent expressed the views of many by saying that, 'it's like home here, comfortable, welcoming, safe and friendly'. Parents are happy that their children settle quickly into school, and feel secure. Staff know children well and care of them is good. As a result, children enjoy school and attend regularly.

Children achieve well, particularly in their personal, social and emotional development. They are encouraged to show care and concern for others and take responsibility for their own behaviour, which is good. The school tracks children's progress rigorously in all areas of learning, and records their achievements in well-presented children's profiles. Staff and children share these books regularly with parents and carers. From low starting points on entry, children make good progress to reach the expected goals for their age in most areas of learning by the time they leave the Nursery. Despite this good progress, their skills of communication, language and literacy, and mathematical understanding, are below the levels normally expected. This is because well above average numbers are at an early stage of speaking English, or have significant learning difficulties and disabilities.

Teaching is satisfactory overall. It is satisfactory in activities chosen by the children and good in sessions led by adults. Senior managers monitor teaching regularly, and any areas of weaknesses are addressed through good on-going professional staff training. Teamwork among staff is good, even though several are recent appointments. Children are eager to learn, because they have good relationships with adults. They move confidently between the Nursery and garden areas. Favourable staffing ratios and good close links with outside agencies allow for a high level of support for each child, as needed. All staff have a satisfactory understanding of how the young child learns. 'Island Time', an adult-led activity each day, is well-planned, and effective in helping children to improve. Working in small groups children have the opportunity to work on various aspects of the curriculum. A good variety of teaching methods is used in these adult-led sessions. As a result, children listen attentively to stories, and join in activities enthusiastically. Staff question children skilfully. Their views are sought extensively and acted upon wherever possible. In child-initiated play, the quality of teaching is satisfactory. Often, staff over-direct children's learning and there are not enough opportunities for them to explore independently and in depth, especially in play outdoors. Too little attention is given to improving children's knowledge and skills in writing, in letters and sounds and in their mathematical development. In all sessions, key workers are effective in observing children at play and in recording their progress.

The curriculum is satisfactory. It is play-based, balanced and inclusive. A good range of first-hand practical experiences is used as a focus for the further development of ideas when children are back in school. For instance, some children worked enthusiastically on a number activity, following a recent visit to the pantomime. Staff plan weekly, formulating a range of activities, which are based on children's prior knowledge and interests in all areas of learning. However, some tasks have insufficient challenge for the more able children, particularly in the outdoors. Some good links exist across subjects in order to consolidate children's knowledge and skills. An analysis of children's achievements has shown that there is a weakness in activities to develop children's knowledge of letters and sounds, in writing, and in mathematical development.

Steps to achieve greater progress in these areas of learning are not yet in place. During the inspection, parental concerns about safety in the outdoors during building work were unfounded. Risk assessments were undertaken and actions applied to promote safety. There is good care, guidance and support for the children.

Leadership and management are good. The school has experienced significant change in the roles of senior managers and governors, since its designation as a Children's Centre. The headteacher has a strong strategic vision and high expectations. Other leaders and managers are enthusiastic, although currently satisfactory in their cross-centre roles. Nevertheless, the future direction of the Nursery is firmly established and challenging targets for improvement clearly identified. Currently, the systems for monitoring the school's performance are underdeveloped. This means that it is difficult for the school to measure accurately how much progress it is making towards its targets. The school recognises that this is an area for development and has a good capacity to improve further.

### **Effectiveness of the Foundation Stage**

#### **Grade: 2**

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

#### **What the school should do to improve further**

- Increase the range of activities to promote learning in writing, and letters and sounds, and in mathematical development in order raise standards in these areas.
- Ensure that learning in the outdoors has sufficient depth and challenge, particularly for the more able children.
- Strengthen the roles of staff and governors in monitoring and evaluation of the school's performance.

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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?	2
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?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

28 January 2008

Dear Children

Inspection of Granville Plus Children's Centre, London, NW6 5RA

Thank you for making me so welcome when I visited your Nursery school a few days ago. I think that you have a good school. I enjoyed meeting you, and I had a lovely time. I can see why you enjoy coming to Nursery each day. It was good to meet so many of your mummies and daddies, and carers too.

What I liked most about your Nursery school is:

- you enjoy all the Nursery activities and are very busy each day
- you do well in your learning, particularly in activities, which help you to grow up
- you like listening to stories and singing number songs
- everybody takes good care of you and this helps you to feel happy and safe
- all the grown ups are working hard to make your school even better.

I have asked your headteacher and other grown ups to look at ways to help you do even better as you begin to read, write and use numbers. I would like the adults to look at ways of making your play outdoors more interesting. I think too that it would help if the adults checked regularly how the school is doing, so that it will always be as good as it can be. I know that the Nursery will continue to improve.

I hope that you carry on enjoying school and learning many interesting things.

Yours sincerely,

Bernice Magson

Lead inspector