



# Homerton Nursery School

## Inspection Report

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**Unique Reference Number** 110594  
**Local Authority** CAMBRIDGESHIRE  
**Inspection number** 288713  
**Inspection date** 6 February 2007  
**Reporting inspector** Jackie Cousins

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

The inspection of the day care was carried out under Children Act 1989: Part XA (as introduced by the Care Standards Act 2000) and, where (funded) nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

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<b>Type of school</b>	Nursery	<b>School address</b>	Holbrook Road
<b>School category</b>	Maintained		Cambridge
<b>Age range of pupils</b>	3-4		Cambridgeshire CB1 7ST
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01223 508766
<b>Number on roll (school)</b>	119	<b>Fax number</b>	01223 508767
<b>Number on roll (day care)</b>	16	<b>Chair</b>	Mrs A Kent
<b>Appropriate authority</b>	The governing body	<b>Headteacher</b>	Mrs H Lowe
<b>Date of previous school inspection</b>	2 October 2001		
<b>Date of previous day care inspection</b>	1 January 1900		

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<b>Age group</b>	<b>Inspection date</b>	<b>Inspection number</b>
3-4	6 February 2007	288713

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## Introduction

The inspection was carried out by two Additional Inspectors and a Childcare Inspector over one day.

## Description of the school

This is a larger than average nursery school in Cambridge. Most children are from White British backgrounds with some from minority ethnic groups. A higher than average proportion of children speak English as an additional language and some of these children are in the early stages of learning to speak English. A significant proportion of children start school with levels of knowledge and understanding that are slightly below expectations. This is largely because there is a more than average proportion of children with learning difficulties or disabilities and statements of special educational need. The percentage of children entitled to claim free school meals is slightly below average. The school has been given awards for 'Healthy Schools' and for information and communication technology (ICT). In 2003, the school was designated an Early Excellence Centre and, in 2005, attained Effective Early Learning (EEL) accreditation. The after-school care 'Homerton Owlets' is available every day from 15.15 till 17.45 and from 09.00 till 17.00 for eight weeks of the school holidays.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Homerton Nursery is an outstanding school and gives excellent value for money. It deserves its extremely good reputation in the area. The leadership of the school places a great deal of importance on working with the community and an excellent partnership is in place. This means that the school works incredibly effectively to support the community. For example, one member of staff is supporting adults and children in a local travelling community even though none attend the nursery. The school's leadership has established an outstanding partnership with parents. All of the parents who returned questionnaires were positive in their responses to the questions about the school. One parent wrote, 'Homerton is an extremely high achieving, friendly and stimulating environment where all three of my children have been extremely happy. I feel very lucky to have had a chance to give my children this head start in their educational development.'

Senior leaders give a high priority to standards. This ensures that children's achievement is excellent and standards are significantly above average by the end of nursery. Standards are above those expected in communication, number, personal, social, emotional and creative development. From a starting point which for a significant proportion of children is slightly below that expected nationally, they make extremely good progress.

Children's personal development is outstanding and most behave excellently because they receive outstanding care, guidance and support from staff. The children's enjoyment in all nursery activities is exceptionally clear. They delight in all the activities on offer. For example, they enjoyed creating models of The Three Bears' bedrooms. Children's spiritual, moral, social and cultural development is excellent because of the exceptionally rich and effective learning activities planned. This means that children's self-esteem is high, which is also partly as a result of the way teachers inspire them to find out about their own and other cultures. Their adoption of healthy lifestyles is excellent because the leadership of the school places such a high level of importance on this area. For example, virtually all children enjoy one hour of physical activity per day and eat fruit or vegetables every day. The after-school club 'Homerton Owlets' gives effective extended care for children.

Teaching and learning are outstanding. This is mainly because teachers have high expectations of children. Very effective teaching methods mean that children often learn very well, through practical activities. Teaching assistants are used effectively in classes. Teachers use assessment well. However, better opportunities for children to evaluate their successes could come from teachers always displaying and sharing learning objectives for activities.

Outstanding leadership and management have brought about particularly effective development since the last inspection. All key areas for improvement from that time have been developed well. Provision for children who speak English as an additional language is excellent and so these children make outstanding progress. The tracking, monitoring and evaluation of children's progress and attainment are excellent. As a

result of all these improvements the school has an outstanding capacity to improve in the future. The excellent leadership of the headteacher, senior management team and governors ensures that the school uses self-evaluation exceptionally well.

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

- Develop the use of shared objectives so that children learn to evaluate their successes in key activities.

## **Achievement and standards**

### **Grade: 1**

Achievement is outstanding. Standards are significantly above those expected by the end of nursery. Children make exceptionally effective progress from a slightly below average starting point. The children who are learning to speak English as an additional language do so extremely well because of the teachers' expertise in developing children's communication skills. Children who have learning difficulties or disabilities and those who have a statement of special educational need are supported particularly effectively and so they make very good progress. Higher attaining children achieve particularly well and over a third of the Nursery are working at above average levels of knowledge and understanding.

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

### **Grade: 1**

Children's personal development and well-being are excellent because staff manage them very calmly and thoughtfully. The children talk about their thoughts, feelings and ideas exceptionally well in regular discussion sessions. Children contribute to the community particularly well and raise money for many charities. For example, they have brought in old toys to raise money for the local premature baby unit. Children learn to help each other effectively and learn about the ways they can assist others to do their jobs. The children have an excellent understanding of how to keep themselves safe. For instance, they know about the fire service and about how to keep themselves safe around fires and in the kitchen. Children's attendance is good.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Activities challenge children very well and teachers organise these effectively. This ensures that children learn extremely well and attain good levels of expertise in communication, personal, social and emotional development, numeracy and creative development. Lessons are planned well so that time is used particularly effectively. Good use of resources, including ICT, means that children enjoy the activities which

teach them key skills really well. Teachers' expertise in the development of language is excellent and so children, including those who speak English as an additional language, learn vital language skills. However, deeper and more active involvement of pupils in their learning is hindered in some classes. This is because teachers are not sharing learning objectives with them effectively. This means that children are not gaining efficient skills in evaluating their own work at the end of activities. The teaching of children who find learning harder is particularly well matched to their needs.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. Learning activities are exceptionally well planned and this contributes to children's excellent achievement. Children develop their spiritual, moral, social and cultural awareness extremely effectively because the school plans projects which incorporate personal development and cover many areas of learning at one time. The school links areas of learning together very effectively so that children learn to connect their knowledge. The curriculum is enriched by a wide range of visits and visitors to the school. Stimulating and high quality displays are seen in classrooms and around the school, which celebrate children's achievements. Gifted and talented children are well provided for. Children develop skills that prepare them effectively for the next stage of education and their future working lives.

## **Care, guidance and support**

### **Grade: 1**

The school offers excellent care, guidance and support to its children, which is evident in the ways staff supervise them. Minority ethnic children are excellently involved in all activities and they make outstanding progress. The children's personal needs are extremely well looked after. Staff promote children's health and safety excellently. Children's academic progress is reviewed well with parents. This helps to promote even better progress. Children's transition into various primary schools is handled effectively. All legal requirements for safeguarding children's welfare are met. Although children are sometimes not involved in evaluating their own work enough, they are told by their teachers how well they are doing and this is effective in them understanding the progress they are making.

## **Leadership and management**

### **Grade: 1**

Excellent, enthusiastic leadership by the headteacher provides clear vision and direction for the school. She heads a very able and effective senior management team united in their aim to provide the highest quality education. ICT and the internet are used extremely effectively to share good practice and planning with other nursery schools. The leadership of the school places a great deal of importance on involving children from all backgrounds and so they learn to work together extremely well. The school achieves excellent racial harmony. The management of the provision for children who

find learning difficult is very good and so the progress of these children is carefully monitored. Senior leaders are effectively involved in self-evaluation and are keen to develop provision for areas of learning to even higher levels. The school development plan sets good targets for improvements in standards and children's progress. The governing body has an outstanding understanding of the school's work and is able to hold it accountable extremely effectively. An exceptionally well thought out timetable for governors' meetings ensures that the school development plan is very carefully used and monitored.

## **Effectiveness of registered day care**

### **Grade: 2**

The Homerton Nursery After School 'Owlets' club provides a good quality of child care. There is careful thought given to the way that Owlets is run and there are some outstanding features in the way procedures and policies are considered and recorded. Parents and carers generally feel very well informed and questionnaires indicate high levels of parental satisfaction. Sessions are planned on a rota to use the three main classrooms so that children have access to an unusually wide range of toys and equipment including the very stimulating outdoors area. Children are encouraged to make choices in what activities they choose from the range available. Children feel happy and secure and are mostly well behaved because they are well cared for by staff who are well qualified and familiar to them. They enjoy playing active and imaginative games and boys stay engrossed for several minutes washing their 'babies' (dolls) in a kind and caring manner reflecting the adult care and consideration shown to them.

Staff work closely with parents to encourage children to bring healthy snacks which is reflected in the good number enjoying fruit. Snacks are stored with health and safety in mind. There is very good emphasis on not bringing nuts into school reinforced in signs and warnings in the five home languages of the children. This minimises the risk to children with allergies. There is ready access to fresh drinking water. The safe and secure site enables children to play and explore in a child friendly environment. Child Protection procedures are well known to all and safety checks and drills are carried out appropriately. First Aid equipment is easily accessible including for outdoor play. There are very good procedures to record and report accidents. Effective systems ensure the ongoing safety of children at all times. The environment is clean and welcoming although there are minor concerns about equipment and fittings causing possible hazards. Staff work hard to ensure there is a good level of supervision but this is difficult in the Rainbow Room when children are escorted to adjoining toilets.

### **Recommendations or actions to improve the registered day care**

To improve the quality and standards of care further the registered person should take into account the following recommendations:

- Minimise the hazards to children from fixtures fittings and equipment.
- Review the deployment of staff when using the Rainbow Room.

Since the registration of the group there have been no complaints about the registered day care that required Ofsted or the school to take action so that the care continued to meet the national Standards.

The school is required to keep a record of complaints about the registered day care made by parents, which they can see on request. The complaints record may contain complaints about the registered day care other than those made to Ofsted.



**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](http://www.ofsted.gov.uk).**

## 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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
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	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	1
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 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	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

## The effectiveness of the registered day care

<b>The quality and standards of the registered day care</b>	2
How effective is the day care in helping children to be healthy?	2
How effective is the day care in protecting children and helping them to stay safe?	2
How effective is the day care in helping children to achieve and enjoy their learning?	2
How effective is the day care in helping children to make a positive contribution?	2
How effectively is the day care organised?	2
Does the day care meet the needs of the range of children for whom it provides?	Yes
Has the day care improved since the last inspection?	NA
Does the day care require enforcement action?	No
Does the day care require a notice to improve?	No

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

6 February 2007

Dear Children

Homerton Nursery School, Holbrook Road, Cambridge, Cambridgeshire, CB1 7ST

Thank you for welcoming us into your school. We enjoyed watching sessions and talking to you. It was interesting to talk to your teachers and some of the governors. You are lucky to attend such an excellent school. Super things about your school include the fact that:

- You exercise a lot outside in the play area.
- Your behaviour is wonderful.
- Your headteacher has very effective ideas about how to improve the school.
- Teaching is excellent and teachers work hard to make lessons interesting.
- Teachers and staff care for you really well.

I have asked your school to look at how they can make things even better. The most important thing is:

- Making you more aware of what you are learning about and asking you to talk about how successful you have been.

Keep working hard and enjoying the many things you do at Homerton Nursery School.

Yours sincerely

Mrs Jackie Cousins

Lead inspector