

Kate Greenaway Nursery School and Children's Centre

Inspection report

Unique Reference Number	100385
Local Authority	Islington
Inspection number	307376
Inspection date	16 January 2008
Reporting inspector	Aileen King

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	0-5
Gender of pupils	Mixed
Number on roll	
School	52
Appropriate authority	The governing body
Chair	Ms Lucy Lloyd
Headteacher	Mr Julian Grenier
Date of previous school inspection	14 June 2004
School address	York Way Court Copenhagen Street London N1 0UH
Telephone number	0207 527 4850
Fax number	0207 713 8184

Age group	0-5
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Introduction

The inspection was carried out by two Additional Inspectors. The provision for the child care of children was inspected in January 2006.

Description of the school

Kate Greenaway Nursery School provides full-time places for 52 children. In September 2004 it became a Children's Centre for children from six months to five years old. Eight children are learning English as an additional language. Many children come from a rich range of diverse backgrounds. 20 children are identified with learning difficulties and/or disabilities. Attainment on entry is below what is normally expected for this age group. A major building programme is nearing completion.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Kate Greenaway Nursery is a good school, with some outstanding features. Children make a good start to their education. The headteacher's leadership is excellent, and he has been the driving force in bringing about improvements. Parents, carers and the governing body are supportive of the school. As one parent commented, 'Kate Greenaway is not only great for my daughter, but helpful to all the family'. Many children enter the Nursery with skills which are below those expected for their age, particularly in communication and language. Teaching is good, which means children achieve well, especially in mathematical development and their knowledge and understanding of the world. When children leave the Nursery they have developed in speaking confidently, listening attentively and cooperating with others. Good activities help children develop enquiring minds, and explore using their senses. This all serves them well for the next steps in their learning and achieving what is expected for their age. The curriculum is good, particularly as children use the imaginatively designed outdoor area to support their learning.

Personal development is outstanding. Children are very happy in the Nursery and eager to take advantage of the range of activities provided, although attendance and punctuality levels of some families do not reflect this. Children's willingness to offer contributions and their awareness of keeping healthy and safe are excellent. Care, guidance and support are good in this nurturing environment where children are looked after exceptionally well. However, academic guidance is satisfactory. Staff observe what children know and can do, but this is not yet consistently recorded to fully inform a secure judgement on levels of attainment. Consequently, written information does not always give a clear picture of children's attainment and what the next challenging steps in their learning should be. Leadership and management are good, with a very clear view of the provision and a good capacity to improve. The inclusive nature of the Nursery is a real strength and there are excellent partnerships with a wide range of outside agencies that benefit the children so well.

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

- Improve assessment to show in the children's profile books a precise summary of attainment and the next steps in their learning.
- Encourage regular attendance and punctuality for some families.

Achievement and standards

Grade: 2

Children including those learning English as an additional language achieve well. Children start in the Nursery with skills which are below those expected for their age. Their achievement and progress are good and they attain good standards by the time they leave the Nursery. Solving problems and exploring the environment feature strongly in the work of the Nursery, and enhance children's achievements in mathematical development and in their knowledge and understanding of the world very well. Staff ensure children settle quickly to nursery life, and

encourage them through a good range of activities, which promotes their achievement effectively. Their skills in speaking and listening progress at a good rate, and standards are appropriate for their age. This is because the children are developing their ability to initiate and sustain conversations with increasing confidence and fluency. This confidence in their abilities means they are able to make their own choices and organise themselves for their learning. Children who are identified as having learning difficulties also achieve well alongside their peers, because all children are encouraged to share their ideas and their contributions are valued.

Personal development and well-being

Grade: 1

Children's spiritual, moral, social and cultural development is excellent. They are very happy and eager to try out new activities helped by the well planned and accessible learning environment, both indoors and outside. As confident learners they respond very well to the high expectations, which adults set for them. Consequently, children behave and contribute exceptionally well to life in the Nursery. Many show mature and independent attitudes for their age in choosing activities and trying out new experiences. These are valuable skills that will benefit them very well in later life. A few parents mentioned how their children have grown in confidence since starting at the Nursery. One commented, 'my daughter has now been at the school for just over one year. In that time she has blossomed out and is a happy carefree child'. Children work very safely, whilst at the same time they are encouraged to take calculated risks in lessons, so that they learn from their mistakes. This was seen when children were using real tools (under close supervision) on the woodwork table. They enjoy healthy snacks, are keen and happy to attend the Nursery and show a real interest in learning. Attendance however is low for some families, despite the Nursery actively encouraging families to attend.

Quality of provision

Teaching and learning

Grade: 2

Children revel in their learning because staff make it enjoyable, interesting and fun. Staff interact with children in their play, and plan activities that encourage independence of thought and action. Staff deployment means that children are well supported in their play; they make good progress as a result and this is also instrumental in ensuring that excellent behaviour is maintained. Staff are well aware of the importance of children selecting activities for themselves, but sometimes opportunities are missed for the children to take control of and develop role play situations in their own way. Sessions and activities are well managed, staff participate enthusiastically with the children in their play and help them organise their learning. They have a very sensitive and caring approach to dealing with the children in their care and are vigilant in ensuring their needs are met. All of which contribute positively towards the children's learning. An example of this is the way in which new children are helped to settle in the Nursery. Developing children's confidence, self-esteem and independence are strong features of teaching which is why their personal, social and emotional development is exceptionally good.

Curriculum and other activities

Grade: 2

The well-planned and varied curriculum promotes relevant and practical activities both inside and outdoors. Hands-on activities make learning fun and children are encouraged to take responsibility for their own learning. Children with learning difficulties are fully integrated. There is good provision for those children at an early stage of learning English and a high priority is given in the curriculum to the development of speaking and listening and extending the children's vocabulary. Communication through movement is valued. This was seen during a session of developmental movement play (from Jabadao) where children moved spontaneously with gold fabric and used new vocabulary to describe their experience. Due to the recent building works many resources are still in storage. This means that during the inspection itself children did not have access to as much information and communication technology as they have in the past. However, evidence was seen of children previously using digital technology successfully and making short films of life in and around the nursery.

Care, guidance and support

Grade: 2

One parent commented that her child's, 'development and happiness had soared' in the nursery'. Pastoral care of children is excellent, because the nursery is a very nurturing environment. For example, providing support for children with the help of an art therapist. Safety and security are taken very seriously and staff work very closely with parents and carers to ensure their children's well-being. Procedures to keep children free from harm are carried out vigilantly, for example around the nursery and for when children go out on a visit. The school has satisfactory systems for assessing and recording learners' attainment and progress. Teachers make regular observations of what children know and can do and of the activities which they like to visit. These are usually recorded in children's individual profiles. This information however is not consistently used to guide the planning of the next challenging steps in children's learning.

Leadership and management

Grade: 2

The headteacher's leadership is excellent. He has a very clear vision for future development, based on careful monitoring and analysis of the provision. The headteacher, ably supported by other senior managers, successfully ensures that there is high quality care. Good team work means that the Nursery is well managed and organised, and children are able to settle quickly to their work. Daily routines are established and shared with staff and children. The governors are supportive of the staff and the work of the Nursery and are kept well informed through the weblog facility. Parents are included well in their children's education. Their opinions are sought on a regular basis and the effective partnership has resulted in the parents being successful in providing an on-site kitchen for the preparation of children's meals. The excellent links with outside agencies and the local community are used to promote the Nursery's very child centred approach.

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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?	1
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 ¹ 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

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	3
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?	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.

Annex A

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	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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

28 January 2008

Dear Children

Inspection of Kate Greenaway Nursery School and Children's Centre, London, N1 0UH

Thank you so much for being so welcoming when Sue Vale and I came to see you. You were so busy and involved in your work and play. It was a pleasure to see. You have a beautiful outdoor area and garden, which you seem to enjoy using very much. You work hard with your teachers and do lots of interesting things.

- You concentrate well when you are interested in activities.
- You are curious to learn and explore the outdoor area.
- Your teachers help you all to get along together very well.
- You are really well looked after and you seem to enjoy the Nursery.

I have asked your headteacher and the other staff to think about making clear notes in your profile books about what you know and can do, and what you are to learn next. I have also asked them to make sure that as many children as possible come to the Nursery regularly and on time.

With best wishes

Aileen King

Lead Inspector