

College Green Nursery School and Services

Inspection report

Unique Reference Number	101491
Local Authority	Brent
Inspection number	307708
Inspection date	5 June 2008
Reporting inspector	Sue Vale

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	3-4
Gender of pupils	Mixed
Number on roll	
School	37
Appropriate authority	The governing body
Chair	Mr Chris Murdoch
Headteacher	Mrs Wendy Yianni
Date of previous school inspection	17 January 2005
School address	161 College Road London NW10 3PH
Telephone number	020 8969 2179
Fax number	020 8969 2169

Age group	3-4
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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:

- how effectively the school uses assessment information to plan what children need to do next
- how well the care, guidance and support for children helps their personal, social and emotional development
- the impact of the curriculum on achievement and standards.

Evidence was gathered from the school's records of pupils' attainment, planning and policies, observing teaching and learning and discussions with staff, a governor and children. An analysis of 28 responses to the parents' questionnaire was carried out. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence that the school's own assessments, given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Most children join the school at the start of the term after their third birthday. They all attend all day. Approximately a third of the children come from minority ethnic backgrounds and are learning to speak English as an additional language. The nursery has a higher than average number of children with learning difficulties and disabilities due to the fact that it has places for six children with hearing impairment. Six were on roll at the time of the inspection. Fewer than average children are entitled to free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

College Green Nursery School provides an outstanding start to children's education. Parents have high praise for the school, typically commenting that the school has, 'a very creative and warm environment,' and 'we are very lucky to have such a wonderful place to send our children to in this neighbourhood'.

Most of the children begin nursery with skills and abilities, which are similar to those expected for children of their age. Outstanding teaching and an exceptional insight into individuals' interests and abilities caters for the 'unique child'. As a result children make extremely good progress, achieve well, and in many instances exceed expected standards by the time they leave nursery. Staff hold a morning 'walk about' where, after a review of the previous days work, they plan activities according to the current interests and abilities of the children. This really supports children's learning and, because all staff are involved in the planning and execution of ideas, means that children's progress in learning is accelerated.

The nursery is extremely well led by the headteacher who, along with the whole staff, has high expectations of what can be achieved. Self-evaluation is used well, although on occasions it is far too modest in the nursery's own judgments of itself. Governors fulfil their roles well and are proactive in working with the headteacher and staff to evaluate the school's strengths and to plan improvements. As a governor commented, 'We always, in our meetings, think what is the impact of all our decisions on the children'. Putting the children at the heart of all the governors and staff do ensures that children, whatever their needs or abilities, are able to fulfil their potential. The nursery consequently has outstanding capacity to continue to improve.

The curriculum is broad and well planned with practical and engaging activities that allow children to learn through play. The learning environment is exciting and stimulating. The free flow of movement between the inside and outside areas means that children widen their learning experiences and grow in confidence. Children appreciate and enjoy their time outside. Whilst the outside area is used well, it is not as stimulating or exciting as the inside. The governors and staff have clear ideas about how they would like to develop the outside area, but at the moment it is tired and in need of refurbishment.

Outstanding teaching, combined with an outstanding curriculum, contributes significantly both to the children's obvious enjoyment of school and to their excellent achievement. Teachers make learning a constant source of pleasure, excitement and adventure. The interest that is generated encourages the children to concentrate on their activities and to persevere, and this aids their learning. The frequent observation and recording of each child's progress and interests provides a comprehensive record of their development.

Standards in communication, language and literacy, personal and social development and mathematical development are very good. Children really enjoy learning and solving problems for example, during 'tidy up' time, children were putting away the bicycles and matching the number on the bike with the number on the wall. One of the bikes 'number 4' was missing! Children hunted high and low to find it and to match it to the right number. Whilst this was not only great fun, children were learning to recognise numbers at the same time. The needs of children with learning difficulties and disabilities, including those with hearing impairment, are carefully considered, and the support provided enables them to make very good progress. Children who are learning English as an additional language also make very good progress

because they are supported well. Links with outside agencies and other schools are excellent and successfully promote the children's well-being.

Outstanding care, guidance and support contribute significantly to the children's excellent personal development. They make rapid progress in their personal, social and emotional development because the staff understand the needs of young children and give high priority to helping them to develop confidence, independence and self-esteem. This process begins even before the children start school, with home visits. In a survey of parents carried out last year by the nursery, parents unanimously said that they felt that they were a part of their children's learning, and that they felt very included.

Visits and special events, such as the 'family art day,' contribute to the children's excellent spiritual, moral, social and cultural development. In one conversation overheard between two boys, both of whom wanted to be 'Batman' the one duly acknowledged his friends feelings and kindly agreed that he, 'could have a turn at being Batman tomorrow'. This shows that the children quickly learn to share, take turns and work together because these opportunities are integrated into their learning experiences. The majority of children attend regularly. The children behave extremely well. There are excellent opportunities to learn about and to understand about healthy lifestyles. For example, they learn about how to eat healthily through cooking and during the inspector's visit they were making banana bread. Delicious, healthy lunches are cooked on the premises and children really enjoy them.

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

- Improve the outside learning areas so that they become as exciting and stimulating as the inside of the nursery.

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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	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	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	2
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	1
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

16 June 2008

Dear Children

Inspection of College Green Nursery School and Services, London, NW10 3PH

I enjoyed visiting you at the nursery. Thank you for making me feel so welcome and for inviting me to play with you. It was lovely to see how well you get on with each other. Lots of you talked to me and told me all about what you were doing. It was good to see how hard you work and how well you share things. I do hope that no more bikes go missing.

You go to an excellent nursery and these are some of the very good things about it.

- You achieve very well and make very good progress in your learning.
- Your teachers are outstanding and provide a really excellent curriculum for you to follow. You are fortunate to be able to try out lots of exciting new things.
- You obviously enjoy coming to nursery and have a great time there.
- The teachers care about you and you are well looked after.
- The nursery is very well led by your headteacher and the Governors.

I have asked the adults to improve the outside play area so that it is as exciting and delightful for you all as the inside area.

Yours sincerely

Sue Vale

Lead Inspector