

Tunstall Nursery School

Inspection report

Unique Reference Number	101705
Local Authority	Croydon
Inspection number	307780
Inspection date	12 November 2007
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	Community
Age range of pupils	3-4
Gender of pupils	Mixed
Number on roll	
School	104
Appropriate authority	The governing body
Chair	Mr Alfred Vick
Headteacher	Miss Penny Nicholls
Date of previous school inspection	11 November 2001
School address	Tunstall Road Croydon CR0 6TY
Telephone number	020 8654 0371
Fax number	020 8654 0371

Age group	3-4
Inspection date	12 November 2007
Inspection number	307780

© 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. The inspector evaluated the overall effectiveness of the school and investigated the following issues: how effectively the school uses assessment information when it is planning what children need to do next, how the progress of children is tracked over time and the impact of the apparently strong personal, social and emotional development on children's achievement. Evidence was gathered from the school's records, planning and policies, from observing teaching and learning and from discussion with staff. 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 its self-evaluation, were not justified, and these have been included in this report.

Description of the school

Most children join the school at the start of the Autumn term after their third birthday. Almost all of the children attend either every morning or afternoon, and move to primary school in the term before their fifth birthday. Approximately one in four children are learning to speak English as an additional language, which is much higher than average. Very few children have learning difficulties or disabilities. There are three children with statements of need. The Nursery was designated a children's centre in March 2007.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Tunstall Nursery school is a good school with some outstanding features. Parents have high praise for the school, which lives up to its mission statement, 'Learning together.' This is because all staff work very closely with the children and their families from the moment many of them start at the school as babies in the 'Family Room.' This helps the Nursery and home to work directly together so that the children quickly settle in.

The Nursery really encourages parents to be involved in their children's learning. The majority of parents and carers join in the family activities provided twice a day in the 'Family room.' Parents are united in their views that this is a real strength of Tunstall and the inspection findings support this view. As one parent commented, reflecting the views of many, 'The school goes above and beyond the call to welcome, include and support children and their carers.' This total commitment to involve families in their children's learning is a major factor in why children achieve well. They make good progress in their learning and around a quarter achieve above what is expected for their age by the time they leave the Nursery. This success, combined with recent improvements, including changes to the physical environment and the development of the Nursery as a children's centre in March of this year, indicates that the school has good capacity to improve. Governors fulfil their roles well and act effectively as a critical friend in working with the head teacher and staff to evaluate the school's strengths and to plan improvements.

Consistently good teaching, combined with an outstanding curriculum, contributes significantly both to the children's obvious enjoyment of school and to their good achievement. The extensive indoor and outdoor facilities, and a wealth of resources, are used very well by the staff to provide an extremely rich variety of interesting activities. These make learning a constant source of pleasure, excitement and adventure. One child spoke of 'being too busy to talk'. The interest that is generated encourages the children to concentrate on their activities and to persevere, and this aids their learning.

A large proportion of children start at the Nursery with skills and understanding expected for their age. By the time, they leave Nursery children do particularly well in their mathematical, personal, and social development and around a quarter reach the goals set for five year olds. Children are doing particularly well in these aspects because the Nursery has recently implemented a very detailed tracking system for following their progress in these areas. This has only been in place for one year and as yet has not been extended to other areas of learning, although there are plans for this to happen. Observations and recording of each child's progress in their 'record of achievement folders' provide a record of their development. Daily evaluations by the staff of what the children have learnt and an analysis of activities, which they have tried, contribute to planning. Whilst this is very valuable, the school recognises that assessment information and the tracking of children's progress, could be used better to plan what the children need to learn next.

The inclusive nature of the Nursery is a real strength of the school. The needs of children with learning difficulties and disabilities, including those with physical difficulties, are carefully considered, and the excellent support provided enables them to make good progress from their individual starting points. The increasing numbers of children who are learning English as an additional language also make good progress because they are supported well by additional staff. The excellent curriculum really aids the acquisition of language and this is why children

make good progress. Links with outside agencies and other schools are good and successfully promote the children's well-being.

Outstanding care 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 and the successful use of the Family room. This strong care and support continues throughout the children's time in the Nursery. Children feel safe and secure and show trust in the adults to help them. As one parent commented, 'My child has grown in confidence and maturity in such a short period of time.' Children obviously enjoy learning and rapidly gain the confidence to try new things and share ideas. They behave very well.

A number of special events such as mathematics and other themed weeks contribute much to the children's excellent spiritual, moral, social and cultural development. They learn about their own family backgrounds and experiences, and this helps them to value one another. The children quickly learn to share, take turns and work together because these opportunities are integrated into their learning experiences. They take responsibility well for tidying away equipment at the end of sessions. These skills, combined with their increasing skills in literacy, and numeracy, prepare them well for the next stage of their education. The majority of children attend regularly, but a minority of families are poor attendees. Through energetic activity outdoors and some opportunities when cooking in the Nursery, children are starting to learn about healthy foods and healthy life styles.

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

- Extend the use of tracking system to show children's progress in all areas of learning, so that there are closer links between the evaluation of previous learning and what the children need to learn next.
- Encourage better attendance for some families.

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.

Annex A

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
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 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	2
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?	1
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	2
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	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	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

22 November 2007

Dear Children

Inspection of Tunstall Nursery School, Croydon, CR0 6TY

I really enjoyed my visit to your Nursery. I think that you go to a good school and your mums, dads and carers think so too. The grown-ups in school give you many interesting things to do. I could see how much you were enjoying building the chocolate factory out of bricks and mixing your red and yellow paints to make orange. I think that Toucan also enjoys being in school because you look after him so well.

What I like most about your Nursery School is:

- you do well in your learning, and especially in things that help you to grow up, like sharing, taking turns and tidying away the toys
- you really enjoy school because the grown-ups teach you well and make sure that there are lots of exciting things to do and learn
- everybody takes great care of you and this helps you to feel safe and to learn well
- all of the grown-ups in school work very well together to keep making your school even better
- children with learning difficulties and those who have physical difficulties are cared for exceptionally well. They are involved in all the activities
- you all make very good progress in your learning.

What I have asked your head teacher to look at is:

- to look at the way the teachers track the progress that you make so that it is clearer what you need to learn next
- encourage better attendance for some families.

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

Best wishes

Sue Vale

Lead Inspector