

Pound Park Nursery School

Inspection report

Unique Reference Number	100098
Local Authority	Greenwich
Inspection number	323224
Inspection dates	23–24 March 2009
Reporting inspector	June Woolhouse

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 (total)	88
Appropriate authority	The governing body
Chair	Mr Nick Edwards
Headteacher	Mrs Sheena Gilby
Date of previous school inspection	22 March 2006
School address	Pound Park Road Charlton London SE7 8AF
Telephone number	020 8858 1791
Fax number	020 8858 1977

Age group	3–4
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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This nursery serves the local community. There are 30 part-time morning and afternoon places and 30 full-time places. These are government-funded Early Years places. The majority of children are from White British backgrounds, with a few children learning to speak English as an additional language. However, there are 18 different languages represented at the school. A small number of children have been identified as having learning difficulties and/or disabilities, mainly for speech, language and communication. A small number who are entitled to free school meals stay to lunch. The school has achieved the Healthy School award and the Charter Mark for Inclusion. There is a children's centre on site, run by the school on behalf of the local authority. This caters for children from birth to three years. There are drop-in facilities for childminders, parent support programmes, a visiting midwife and counsellor, childcare facilities, before and after school provision and an Early Years advisory teacher who runs training courses for practitioners.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Pound Park is an outstanding nursery school where the uniqueness of each child is recognised and planned for in a stimulating, enjoyable and very caring learning environment. Parents and carers who responded to the questionnaire were unanimous in their acclaim, encapsulated in the following comments: 'It's a wonderful, caring and inspirational school. A great start to a child's life', and 'Pound Park is a truly magical place.' Underpinning this exceptional provision is the thoughtful and reflective leadership of the headteacher and her deputy headteacher, whose deep understanding of how young children learn and develop permeates every part of the nursery and the integrated children's centre. Their active inclusion of all those in the community, particularly fathers on a regular weekend basis, result in a fully inclusive school and a cohesive community. Links with all parents and carers through home visits and a welcoming children's centre are excellent. Adults and their young children have many opportunities to socialise and benefit from the facilities, and this ensures that transition into the school is smooth and untroubled. Children are, indeed, able to enjoy to the full the 'magic' that is before them.

The majority of children enter school with attainment at the expected levels. The rich curriculum and close attention to their development by all practitioners result in rapid progress. Children develop quickly into independent, curious and persistent learners and leave school with skills and knowledge well above that expected for their age. They enjoy their time in school, as shown by the cooperative way they play together and happily share activities. They jump up and down with excitement in anticipation of the next planned activity they will be doing, for example going up into the woods where the Forest School is used on a weekly basis. This resource provides wonderful opportunities to explore the natural world through the seasons, in complete safety, and makes a significant contribution to children's spiritual, moral, social and cultural development. Behaviour is excellent because there is no reason to misbehave with so many interesting things to explore. Delicious meals are prepared on site and children engage in a family occasion with adults, learning how to conduct themselves at the table as they eat their lunches. There is time to talk as well as be encouraged to eat healthy foods including green vegetables. The support and encouragement shown to all children produces a calm and unhurried atmosphere where they have time to finish their meals but also be responsible for clearing away the plates. This incidental learning promotes skills of communication, cooperation and respect for others in preparation for moving on to the next school and beyond.

The outstanding learning and development opportunities, through linked activities that often result from children's own interests, mean that all children achieve extremely well. Very effective learning takes place because staff understand children's developing needs very well and track their progress meticulously. This is recorded in detail through profile books which are constantly available to children for reflection or adding to. These very good records of achievement, especially because regular photographs capture key learning moments, are later shared with their parents and carers. Promotion of children's welfare is exceptional. All the recommended procedures for safeguarding children are fully in place. Checks are done daily to ensure there are no accommodation problems, but the restrictions on space and the age of the prefabricated buildings continue to be a priority for improvement for the governing body.

Leadership and management are outstanding. The school has improved considerably since the last inspection. The governors, well led by an experienced chair and former parent, have an excellent understanding of the school's work and this leads to a well-considered plan for

improvement. The value for money the school offers, and its capacity for future improvement, are outstanding.

What the school should do to improve further

- Sustain high-quality provision within the constraints of the accommodation.

Achievement and standards

Grade: 1

Children's achievement is outstanding. From levels of attainment on entry to the nursery, which vary, but are, in general, typical for the children's ages, progress is outstanding overall. Children achieve high standards by the end of their time in the nursery and almost all reach levels which are above those normally found in children on entry to the Reception Year. All children, including those with learning difficulties and/or disabilities and those learning English as an additional language, make outstanding progress, helped by the very high-quality support and the excellent curriculum experiences available to them. The more able are fully stretched and achieve well.

Personal development and well-being

Grade: 1

Children's excellent personal, social and emotional development is the result of a planned curriculum that successfully promotes independence, enquiry and enjoyment. Children enjoy learning and concentrate for long periods, sometimes alone, in pairs or small groups. They are confident and keen to experiment, for example by successfully hammering a nail into a piece of wood without missing their target or walking along a narrow plank without a helping hand. They contribute to the community and express their views on making things better including how the garden should be planned and looked after. They have excellent opportunities to choose healthy food for themselves and throughout the day two or three children enjoy a social occasion at the snack table. They are guided carefully in how to be safe and to care for each other by ever-vigilant adults, but not constrained when they want to experiment, for example using a cheese grater for a cooking activity. Attendance is good for children of this age. They are absent from school only if they are ill and there are no unauthorised absences. Relationships are excellent throughout the school. The development of qualities such as independence and the ability to work together to solve problems is preparing these children extremely well for the future.

Quality of provision

Effectiveness in promoting children's learning and development

Grade: 1

The learning environment is inspirational and is set up with a varied range of activities which are interesting, creative and challenging. Children can write or complete puzzles, engage in role play or dig in the sand whether they are indoors or outside. As the notice says, 'All seasons, all weathers'. Adults track children's progress very closely. They constantly adjust learning activities so they are carefully related to individual needs and interests, and develop children's personal, social and academic skills. There is an excellent balance between adult-led learning and opportunities for children to be creative, work independently and explore. The spread of activities throughout the building and outside fosters children's curiosity and confidence as they move from room to room. Their initial reticence soon subsides with the sensitive support

of adults. Adults work very closely with parents and carers to keep them up-to-date about their child's progress and to involve them in their learning. An important part of the start of each half-day is the warmth and personal welcome both children and parents receive from the headteacher.

Effectiveness in promoting children's welfare

Grade: 1

Children's outstanding personal development and well-being stem directly from the excellent welfare arrangements that are fully embedded in all aspects of school life. Parents are confident that any concerns they have are listened to and dealt with quickly. Health and safety procedures are consistently applied and constantly monitored. Nothing is left to chance. Governors take a full part in conducting regular risk assessments to reinforce these procedures. Relationships between adults and children are excellent and children relate particularly well to their key worker who oversees their progress and needs. Children respond very well to the high expectations set by adults and this leads to excellent and considerate behaviour and respect for each other. They are guided and encouraged within the natural run of events to care for their own needs, and hygiene is given a high priority throughout the school. Very effective record-keeping ensures that each child's particular needs are well known to all relevant staff. Staff are trained as paediatric first-aiders, and all have good knowledge of child protection procedures. There are clear, effective routines for the arrival and departure of children from the premises. The outstanding work of outreach staff guarantees a successful start in the nursery. The extensive range of additional services in the children's centre makes an excellent contribution to children's welfare.

Leadership and management

Grade: 1

The headteacher provides excellent leadership, resulting in a knowledgeable, well-trained and committed team whose overriding focus is the happiness and well-being of all the children. There is a clear, shared vision to promote children's personal development based on a very strong belief and understanding that children learn through play in order to thrive and develop. All staff are actively involved in achieving this vision and fully support each other, discussing concerns and celebrating progress on a daily basis. There is continuing attention to improvement through accurate self-evaluation and regular monitoring. The headteacher has been modest in her evaluations because only the best outcomes will satisfy her. She is suitably challenged by governors, who fully support her very successful work in reaching out to the wider community to establish partnerships that will benefit the children. Every available opportunity is used to include adults and children in the school's work so that everyone involved can gain further insights into other cultures and beliefs and increase community cohesion. The school uses wide-ranging links and partnerships to full advantage in promoting children's learning and development. This is highly successful and the school is running out of space to make it a learning centre for everyone. It is effective in ensuring equal opportunities for all to succeed, removing barriers to participation in learning by continuously encouraging parents and carers to involve themselves in their child's learning. The local authority is supporting the school in its quest to improve the accommodation and is aware that other schools will benefit from its outstanding practice.

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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 is the provision in meeting the needs of children in the EYFS?	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 capacity to make any necessary improvements	1

Achievement and standards

How well do children in the EYFS achieve?	1
The standards[1] reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

Personal development and well-being

How good are the overall personal development and well-being of the children?	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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 effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of the children in the EYFS promoted?	1

Leadership and management

How effectively is provision in the EYFS led and managed?	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 eliminated	1
How well does the school contribute to community cohesion?	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

20 April 2009

Dear Children

Inspection of Pound Park Nursery School, London, SE7 8AF

Thank you for making me so welcome when I came to see you this week. I had a brilliant time watching you enjoy all the wonderful activities that your teachers set up for you each day. I do hope your mums and dads will read this letter to you so you will understand why I was there. I decided that you go to a very, very good nursery school, learn all sorts of things like cooking, painting, making models, using the computers and sharing toys with your friends. You are very kind to each other and that makes all the difference when you have to take turns and listen to each other. You do that very well.

I also thought you were very clever at finding your way around all the passageways from one room to the next. It took me a day to work out where I was, but eventually I did it. I had a good time playing shop and bought two tomatoes, some sweetcorn and six eggs. I also visited the Forest School way up on the hillside. I counted at least 20 steps on the way. I bet you have a great time up there sitting under the trees and finding shiny stones. Your teachers look after you very well and your mums dads and carers are very pleased that you go to Pound Park. Your headteacher would like to make it a bit bigger so that more people could join in, so let's hope she will persuade the people who can make it happen that it would be a great idea. In the meantime keep working and playing as well as you do, so that when you go to the next school, you will have an equally good time.

I have told your headteacher that it is important to continue giving you exciting and interesting things to do in spite of the rather cramped space you have in school.

Yours faithfully

June Woolhouse

Lead Inspector