

# St Anne's Nursery School and Children's Centre

## Inspection report

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<b>Unique Reference Number</b>	100473
<b>Local Authority</b>	Kensington and Chelsea
<b>Inspection number</b>	335549
<b>Inspection dates</b>	13–14 January 2010
<b>Reporting inspector</b>	Susan Thomas-Pounce

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Colin Salmon
<b>Headteacher</b>	Joyce Helen Clark
<b>Date of previous school inspection</b>	13 June 2007
<b>School address</b>	Freston Road London W10 6TT
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed a range of learning activities and held meetings with governors, various members of staff, as well as speaking informally with parents and carers and children. They observed the school's work, and looked at a range of documentation including lesson planning, assessments of children's progress, the school's planning documents, policies, procedures and records. They also took account of 11 responses from staff and 47 responses from parents and carers to the inspection questionnaires. The nursery decided not to use the pupil questionnaire because of the young age of the children, but account was taken of their opinions in discussions with them.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well all groups of children achieve from their starting points
- the effectiveness of teaching, assessment and the curriculum in engaging children in their learning
- the impact of leadership and management at all levels to improve the school.

## Information about the school

This school, established for over a hundred years, is situated in a multicultural, multilingual area of inner London. The setting offers full-time provision for children aged three to five. Children generally spend three or four terms at the nursery according to their age. The great majority leave to enter the Reception classes of local primary schools at the start of the autumn term. Half the children are entitled to free school meals and a similar proportion are learning English as an additional language with many at the very early stages of learning English. A small number of children have special educational needs and/or disabilities, including general learning difficulties and speech and language difficulties. Since the previous inspection, the school has been designated as a bespoke children's centre by the local authority with a specialist focus on family learning and training. After-school care and other extended services are also provided on the school site. These will be inspected separately.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This outstanding nursery school plays a central part within the community and is highly valued by parents and carers. Children achieve exceptionally well from mixed but generally low starting points. By the time they leave for their Reception classes, they are confident and independent learners with attainment significantly higher than typically expected for their age. This is a school with a strong family feel and a highly caring, nurturing ethos. Every child is fully included in what is offered and they and their parents and carers are known and cared for as individuals.

Children have very positive attitudes to learning and their behaviour is excellent. Their welfare is exceptionally well provided for and they flourish in the very secure environment where the needs of the individual are paramount. High quality partnerships with parents and carers are a key feature in the success of this school, which fully deserves the excellent reputation that it has under the inspirational leadership of the headteacher, very ably supported by strong senior leaders. Parents and carers capture the essence of the school very successfully in the many highly complimentary comments passed on to inspectors. 'Exceptional commitment and experience of amazing staff who tap into children's interests' and 'staff go out of their way to make every child and parent seem special and valued' are typical parental comments on the school's 'stimulating and incredibly original' provision.

Children love coming to the nursery and achieve particularly well in their personal, social and emotional development. They enjoy a highly varied range of carefully planned activities every day. All the adults have exceptionally high expectations for the children in their care and they show children how to draw the very best from the exciting activities.

Outstanding leadership and management underpin the success of the nursery. Rigorous and accurate evaluation of every aspect of the school's performance leads to well-considered and effective action wherever this is needed. Ambitious plans for the development of the site to further enhance the partnership with parents and carers reflect the high expectations the headteacher and governors set themselves. Strong teamwork from a highly experienced, stable staff means that every adult makes a valuable contribution to the development of the school. Staff and governors are very aware of the direction the school must take to sustain its progress. Together, they have enabled the school's move to become a successful children's centre providing high quality support to children and families. Staff share their expertise and experience both nationally and internationally to benefit the children. Both staff and governors have several longstanding members and this helps to provide good continuity to the school and the community it serves. The school's track record in maintaining outstanding

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effectiveness since its last inspection and going from strength to strength demonstrates the school has excellent capacity to improve further.

## What does the school need to do to improve further?

- There are no areas needing significant improvement. However, inspectors agree with the school's current priorities which are to maintain the outstanding provision and outcomes and to further enhance the partnerships with parents and carers by extending the facilities for extended day care, building on the firm start already made through the recent development as a children's centre.

## Outcomes for individuals and groups of children

**1**

Work and skills observed during the inspection and the school's own data show that overall, all groups of children achieve exceptionally well, including those who are learning English as an additional language. Children with speech and language difficulties rapidly develop their communication skills due to the highly effective support that they receive. Children who are learning English as an additional language respond very well to the support they receive to express their views and work with other children, helping them gain confidence and fluency when speaking to others.

When the time comes for children to transfer to Reception classes, most significantly exceed levels expected for their age in all areas of the Early Years Foundation Stage curriculum. Their speaking and listening, number skills and creative and personal, social and emotional development are excellent. Children relish opportunities to tackle challenging tasks and show their independence. During the inspection, they could be found making a fruit salad for the class, baking bread rolls, completing difficult puzzles, learning to write, solving problems, designing and making finger puppets and much more. In all cases, their level of concentration and determination to see a task through was extremely high. No wonder they love coming to school and tell their parents they would like to be at school during the holidays!

As a result of high quality support and care, children quickly settle into the daily routine. The welcome they and their parents and carers receive on a daily basis is warm and encouraging and relationships are particularly strong. As a result of the really good role models all staff provide, children are confident, considerate and behave exceptionally well. They have a very good awareness of how to lead a healthy lifestyle and particularly enjoyed the snowy weather activities outdoors.

The wide range of activities enables the children to make a considerable contribution to the school and the wider community. They know the significance of caring for the environment and they understand the importance of clearing things away and helping each other. Lunch with the children was a most enjoyable experience. The respect they showed each other and the willingness to accept responsibility was most noticeable. Talking with them and their parents, it was clear that as a result of the outstanding provision, children at St Anne's feel happy, secure and are becoming confident, independent learners.

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*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Children's attainment <sup>1</sup>	1
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Children's obvious enjoyment in learning and their excellent progress are a result of consistently high quality teaching, an exciting curriculum and outstanding care, support and guidance, including support for individuals and their families.

Opportunities to learn are outstanding because they are planned exceptionally well to take account of the age, interests and individual needs of the children. Children are challenged to explore, experiment and collaborate with each other. This leads to much discussion and problem solving, whether it be deciding the best way to cut up a mango, discover how to make different materials stick together when making a puppet, or to take part in spontaneous dancing in response to the first spoken words of a newly arrived child who, after dressing up, wanted the teacher to 'come and dance'.

Teachers are particularly skilled in knowing when to intervene and what interaction would most successfully enhance children's learning. They have an excellent understanding of what each child can do and what they need to learn next. Assessment

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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information is used very effectively to track all children's progress, to set targets for children and to match work and support to their specific learning needs. Group work is exceptionally well planned and there is an extremely good balance between these and free choice activities. All the learning areas both inside and outside are full of well presented, exciting displays and high quality resources, which stimulate children's interest and inspire them to find things out by exploring and investigating.

Exceptionally high levels of support, care and guidance are provided for the children. There are excellent systems for introducing parents and children to the school and, as a result, children quickly settle. Passionate commitment from all staff ensures that all children, including those that are most vulnerable, are very well supported and cared for. Excellent provision to engage families in learning effectively supports children's learning at home; for example very well attended sessions devoted to literacy, numeracy, and regular coffee mornings.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

By working in close partnership with parents and carers, schools, other organisations and the community, the headteacher skilfully achieves the best possible outcomes for the children. Teamwork is of an exceptionally high standard in this school and successfully drives improvement forward. Staff say they feel valued and are involved in monitoring the work of the school. After many years of service at the school for the majority of the staff, they maintain a tireless commitment to the needs of children, parents and carers.

In this highly inclusive provision, staff are extremely effective in tackling discrimination and ensuring equality for all. Links with a wide range of agencies ensure the best possible support to promote children's academic and personal well-being. Excellent partnerships with parents include innovative ways to involve them in their child's learning. One parent commented that after she had worked with the school on family learning she had been inspired to try different and more imaginative techniques when teaching her own child at home.

The school promotes community cohesion actively and extremely well through its partnerships with parents, its extensive community links and through its activities as a training school for both student practitioners and colleagues in other settings. Every

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opportunity is taken to celebrate pupils' ethnic backgrounds and they have an exceptional understanding of other cultures and enjoy the celebrations of festivals, particularly dressing up and eating different foods. Child protection procedures are particularly robust and all arrangements to ensure that children are safeguarded from harm are highly effective.

Governors are very active in working with the school and in reaching out to the local community and further afield. There is a clear vision of how best to further develop the Nursery as a children's centre and this is shared by both staff and governors. While the school has no significant weaknesses, leaders are far from complacent and have outlined areas they intend to develop further to build on the school's already high quality provision.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	1
<b>The effectiveness with which the school promotes community cohesion</b>	1
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

## Views of parents and carers

Parents and carers who returned questionnaires or who spoke to the inspection team are overwhelmingly supportive of their children's experience at this 'fantastic' school. Many wrote to say that their children could not wait to come each day, how safe their children felt and what exceptional progress they made. They appreciate the high standard of nursery education provided by a highly committed and talented staff. Inspectors agree wholeheartedly with these views.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at St. Anne's Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 75 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	87	5	11	0	0	0	0
The school keeps my child safe	40	85	6	13	0	0	0	0
The school informs me about my child's progress	32	68	11	23	0	0	0	0
My child is making enough progress at this school	30	64	13	28	0	0	0	0
The teaching is good at this school	36	77	10	21	0	0	0	0
The school helps me to support my child's learning	32	68	11	23	0	0	0	0
The school helps my child to have a healthy lifestyle	29	62	16	34	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	29	62	13	28	0	0	0	0
The school meets my child's particular needs	33	70	11	23	0	0	0	0
The school deals effectively with unacceptable behaviour	28	60	15	32	0	0	0	0
The school takes account of my suggestions and concerns	30	64	15	32	0	0	0	0
The school is led and managed effectively	37	19	8	17	0	0	0	0
Overall, I am happy with my child's experience at this school	41	87	4	9	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of children.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 January 2010

Dear Children

Inspection of St Anne's Nursery School, London W10 6TT

What a wonderful welcome you all gave when I visited your brilliant nursery school recently with another inspector! Thank you so much for showing us all the many different things you do every day. We enjoyed sharing lunchtimes with you and seeing you have so much fun while you were busy working, playing and learning lots of exciting new things. We were so impressed that you worked out on your own and with each other how to do so many difficult things, as well as having time to read lots of books, play in the lovely garden and make your own choices of what to do next. We agree with your parents and others who know about you, that your school is outstanding in every way.

The grown-ups in the nursery are very special and they get to know you and your parents really well. Together, they help you learn new things exceptionally well. Even though some of you have not been at school for very long, you have quickly learnt from other children about helping each other, taking turns and tidying up. Your behaviour is excellent and you all get on extremely well.

The adults in your school do an amazing job in making your school so fantastic. They are especially good at getting you to think and talk. They listen to you very well and they think of ways to help you learn about what makes us different from each other and how special each one of us is.

One of the hardest jobs when a school is outstanding is to make sure that it keeps on doing well. Your headteacher, other staff and governors are always thinking of ways to make the school even better. They are working hard at developing the nursery into an even more special children's centre. We know they will have to work hard to keep up such high standards. You can help by trying hard and enjoying learning as much as you do now.

With my very best wishes to you and your families

Yours sincerely

Susan Thomas-Pounce

Lead Inspector

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