

Hampden Way Nursery School

Inspection report

Unique Reference Number	101252
Local Authority	
Inspection number	335685
Inspection dates	28–29 January 2010
Reporting inspector	Mary Summers

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 of pupils on the school roll	93
Appropriate authority	The governing body
Chair	Denise White
Headteacher	Jodi Macallum
Date of previous school inspection	4 June 2007
School address	Hampden Way Southgate London N14 5JD
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Introduction

This inspection was carried out by two additional inspectors. About 50% of the time was spent looking at the children learning in 11 sessions. Teachers and all the support staff were seen teaching. Inspectors observed the school's work, and looked at a range of school policies and plans, records of children's progress and teachers' plans, and the 48 questionnaires submitted by parents.

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

- The achievement of summer born children.
- How well the school uses information and communication technology to support children's learning.
- The effectiveness of the school's work with parents to improve children's attendance.
- How well the school fulfils its role as a children's centre by involving families, the local community and outside agencies.

Information about the school

Children join Hampden Way in the term after they become three years old. Thirteen attend full-time and 80 part-time. They spend between three and five terms at the school before transferring to Reception classes in local primary schools. The large majority of children are from minority ethnic backgrounds. In total, 13 nationalities and 12 languages are represented. Currently, the predominant group is children from White European backgrounds. About one third speak English as an additional language, usually Bulgarian, Kurdish or Turkish. About one in 10 is at an early stage of learning English on entry to the school. About one in 12 children have special educational needs and/or disabilities, most commonly associated with speech and language difficulties or medical problems.

The school became a children's centre in January 2008 and currently offers a range of services to parents and carers and the wider community in partnership with other agencies. This includes before- and after-school care for nursery children.

The school has won a number of awards in recent years, including Healthy Schools and the Transport for London's Bronze Award for Sustainable Travel.

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

Children love coming to this outstanding nursery because they know they are going to have fun while they are learning. They arrive, full of excitement about what each new day will bring. Parents and carers leave their children happily at the beginning of each session, confident in the knowledge that they are safe and well looked after. One parent, echoing the views of many wrote, 'All the staff, including the headteacher, take the time to get to know children and go out of their way to help them learn and be happy.'

Extremely strong relationships with parents and carers are at the heart of the school's success. Even before children begin school, many are already familiar with the setting because of their visits to the children's centre. Here they can access a wide range of services, from help with speech and language problems to participating in 'Stretch and Grow' groups. Adults in the nursery build on these existing relationships even before children start school, helping parents and carers gain a thorough understanding of the curriculum and how their children's individual needs will be met. Once children are settled, parents and carers take a full part in assessing their children's progress and planning the next steps in their learning.

A vibrant curriculum, geared to each child's specific needs and coupled with consistently high quality teaching, supports children's learning and personal development extremely well. Adults plan an extensive range of activities inside and outside which enthuse the children and promote learning very successfully. Individual interests are nurtured and encouraged. One child, for example, made a pair of flip-flops completely unaided, using scissors carefully to cut paper to the correct size. She measured them on her feet and then adapted the design to make them fit more closely. This sort of activity characterises the school's approach to young children's learning. Children plan their own activities, with adults supporting and extending their knowledge and skills when appropriate.

The headteacher is passionate about young children's education and leads an extremely strong team of staff who support her every inch of the way. She has led improvement extremely well in recent years, developing new assessment systems that provide an excellent range of data which are analysed carefully to identify any underachievement among individuals or particular groups. The transition to becoming a children's centre has been managed very efficiently so that the provision now operates seamlessly and to the children's great benefit.

Senior leaders are not complacent. They, along with all members of staff, rigorously evaluate their own performance as well as that of the school generally. They have a

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very clear view of the nursery's strengths and areas that need improvement. Community cohesion, though promoted strongly within the school, immediate locality and to some extent beyond, has been identified as an area for improvement, so that children understand more clearly what life is like for children in different situations to their own. Senior leaders' clear analysis of the school's performance, combined with their track record of improvement, ensures that the school has an excellent capacity to improve in the future.

What does the school need to do to improve further?

- Extend links with communities further from the school, particularly overseas, to help children develop a sense of what life is like for people who have different lifestyles.

Outcomes for individuals and groups of children**1**

Children really enjoy their learning. They sustain high levels of concentration and perseverance because activities are planned to build on and develop their interests. They are equally as happy working alone, with friends or with adults. Skilled interaction by the staff, for example in role play in the cafe or activities such as making cakes, helps the children develop early reading and writing skills or encourages their use of mathematical vocabulary. They thoroughly enjoy the well-organised outdoor area, 'writing' captions about the frogs that are in the pond, counting 'Five little speckled frogs' and eagerly asking questions about frogspawn and tadpoles. They make excellent progress in all areas of their learning. Most join the nursery at levels that are broadly as expected for their age. By the time they leave, most, including the summer-born children, are working at a stage about a year ahead of their age. Children from White European backgrounds and those who speak English as an additional language make similarly rapid progress and reach similarly high standards. Children with speech and language needs benefit greatly from the high quality input from all the adults and make excellent progress.

Behaviour is excellent, whether children are inside or out, playing with their friends or working with adults. Their confident manner and high levels of self-esteem show how safe they feel. They understand the difference between right and wrong and show great care for one another. 'How are you today?' asked one child when another joined her at the table, 'Are you feeling better?' They take responsibility for tidying up at the end of sessions, wielding dustpans and brushes confidently and effectively. They are developing a good knowledge and understanding of cultural differences. The school's work to gain Healthy Schools status and the London Transport's Sustainability Award has meant that children have a good notion of how to keep fit and healthy. They eat healthy snacks and packed lunches and join in physical activities outside. Attendance is good and improving because of the very good partnerships established with parents and carers and the fact that the children love coming to school.

These are the grades for children's outcomes

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

How effective is the provision?

The staff plan a wide range of activities based on children's own interests so they are thoroughly engaged and motivated to learn. A recent project on pirates for example, involved children counting 'treasure', making 'maps' and developing their language and imagination through role play when they 'walked the plank'. There are plenty of opportunities for the children to work and play with adults and each other, and to pursue interests and learning on their own. Adults plan daily to ensure that all areas of learning are covered and that children's different needs are met. Adults are skilled at intervening at appropriate moments to ask open questions, which prompt children to think.

All adults contribute to daily assessments which build into a comprehensive picture of each child's development in different strands of learning. Children learn to review and evaluate their progress through weekly 'blue book' meetings with their key worker. They look at photographs, pictures and 'writing' done previously, comparing them with what they can do now. Information and communication technology is used extremely well to support children's learning. They take digital photographs of their work and use the listening boxes to record their ideas and play them back later. Laptops and stand-alone computers support children's developing skills in reading, writing and mathematics.

The children are extremely well cared for. All members of staff, including the

¹ 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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headteacher, are on hand to welcome children and their families at the beginning of each session and say goodbye when they go home. Well-organised breakfast and tea clubs provide healthy meals within a very warm and positive environment. Special care is taken to ensure that children have time to relax and rest if they become tired at the end of the day. Excellent partnerships with a range of services that operate from the children's centre and within the local authority ensure that additional support is available for those children and families who need it. Parents and carers of children with medical problems appreciate greatly the high levels of care their children receive.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior staff are very ambitious for the school and want to see it continue to improve. Teaching is monitored formally on a regular basis and verbal and written feedback to teachers help to maintain the high quality expected. The headteacher monitors teaching and learning informally every day however, so that she has a clear picture of the performance of every adult as well as a good idea of each child's achievement. Progress meetings, held each term, hold teachers to account for the children's learning and make sure that any children at risk of underachievement are identified so that appropriate interventions can be implemented.

Safeguarding procedures are robust. There are clear procedures for ensuring the safety of children, backed up by regular training for the staff. New staff are carefully vetted to ensure their suitability. Staff promote equality of opportunity extremely well, ensuring that all pupils, whatever their background or needs, make rapid progress. The ethnic and cultural diversity of families is celebrated and links with the local community are good. Though promoted very strongly within the school community and to some extent beyond the immediate locality, the school's action plan highlights the need to promote community cohesion more effectively with communities beyond the school, particularly those outside the United Kingdom.

The Chair of the Governing Body provides very good support, visiting the school regularly to discuss and review performance. Committees meet regularly and receive a range of useful information from the headteacher. However, while governors' support is usually well directed, their monitoring systems do not always ensure that they gain a full picture of the school's effectiveness.

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These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents and carers are extremely positive, commenting that their children greatly enjoy all the school has to offer. Many commented on the high levels of care that the school provides and how quickly their children learn. Several parents noted that their children wished they could come to the nursery at the weekend.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Hampden Way 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 93 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	80	9	19	1	2	0	0
The school keeps my child safe	41	85	7	15	0	0	0	0
The school informs me about my child's progress	31	65	16	33	0	0	0	0
My child is making enough progress at this school	28	65	16	33	0	0	0	0
The teaching is good at this school	36	75	10	21	1	2	0	0
The school helps me to support my child's learning	28	58	17	35	2	4	0	0
The school helps my child to have a healthy lifestyle	31	65	15	31	1	2	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)	21	44	21	44	0	0	0	0
The school meets my child's particular needs	31	65	17	35	0	0	0	0
The school deals effectively with unacceptable behaviour	27	56	18	38	0	0	0	0
The school takes account of my suggestions and concerns	27	56	19	40	0	0	0	0
The school is led and managed effectively	39	81	9	19	0	0	0	0
Overall, I am happy with my child's experience at this school	42	88	6	13	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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



1 February 2010

Dear Children

Inspection of Hampden Way Nursery School, London N14 5DJ

It was great to meet you and see how much you enjoy coming to the nursery. You really enjoyed making the carrot cakes, grating the carrots and mixing all the different ingredients. The pictures you made of snowmen and penguins, following the recent snowy weather, were especially good.

I agree with you and your parents that Hampden Way is an outstanding nursery and I can understand why you are all so happy there. The grown-ups look after you really well.

You have lots of interesting things to do and an exciting outdoor area to play in. You are learning lots of new things every day. You are especially good at doing things for yourselves and playing nicely with other children. You look after each other and all the toys, games and books too.

To make the nursery even better, I have asked the grown-ups to help you find out more about people from places much further away from your school, so you can begin to understand how they live and the problems they might face.

Please keep doing your best and helping one another and the grown-ups.

Yours sincerely

Mary Summers

Lead inspector

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