

Granville Plus Children's Centre

Inspection report

Unique Reference Number	101492
Local Authority	Brent
Inspection number	335730
Inspection dates	1–2 March 2010
Reporting inspector	Susan Vale

This inspection of the school was carried out under section 5 of the Education Act 2005.
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	76
Appropriate authority	The governing body
Chair	Tona Lee
Headteacher	Lesley Benson
Date of previous school inspection	2 March 2010
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Age group	3–5
Inspection dates	1–2 March 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent 80% of their time looking at learning. They visited nine lessons and observed all staff in the Nursery and in the Rainbow Room (under-threes). They held meetings with the Chair of the Governing Body, staff, middle managers, children and the headteacher. They observed the centre's work, and looked at assessments of the progress of individuals and different groups of children, and records of its own observations of lessons and monitoring of activities. They examined the action plan, lesson planning, monitoring and evaluation of all the extended services and family and parental involvement and other documentation, along with 19 questionnaires from parents and carers and 20 staff questionnaires.

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

- How effective the centre is in supporting those children who are new to learning English.
- The role of middle managers in the centre.
- Provision for outdoor learning for both under-threes and nursery children.
- The effectiveness of the centre's extended services in involvement and engagement of parents and carers, families and extended services.

Information about the school

Granville Plus Children's Centre draws its children from a diverse range of cultural and social backgrounds. There is a full range of abilities of children entering the Nursery. Higher than average numbers of children are identified with special educational needs and/or disabilities, of which the majority are related to communication and language difficulties, and children's personal, social and emotional development. Around two thirds of children are new to learning English, and of these the vast majority are in the very early stages of language acquisition. Children mainly attend all day although there are opportunities for part-time and extended day-care provision. The majority of children transfer to three local primary schools. The centre provides a wide variety of extended services for the community, including health visitors, nutrition classes, physical fitness activities, parenting classes, family learning, and baby massage classes.

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?

2

The school's capacity for sustained improvement

2

Main findings

During their time at Granville Plus, children receive a good start to their education. Parents and carers are genuinely happy with what the centre offers. As one mother commented, 'I am very happy with the Children's Centre service and care provided for my child. Staff are friendly and flexible. Many thanks.' They are overwhelmingly in agreement that the care their children receive is outstanding. The inspection findings support this view. As a result, children feel extremely secure, are very happy and thoroughly enjoy being at the centre.

The centre's own assessments, supported by the evidence seen during the inspection, show that the children begin at the centre with skills and abilities that are below those levels expected for their age. Overall good teaching, with some outstanding elements, and a good insight into individuals' interests and abilities, enable the children to rapidly gain in confidence and try out new things, which helps them to make good progress. There is equally good provision for children with learning difficulties and/or disabilities and for those who are new to learning English. Outstanding links with a range of outside agencies and early intervention by the centre, along with excellent support for families, parents and carers, ensure that these children also make good progress. On occasions, some adults miss opportunities to extend and promote children's language development by asking them questions that extend their learning and by using visual clues to support those children who are more reluctant to communicate.

Working together and supporting each other are key principles that underpin the centre's work. These are reflected not only in the activities on offer for the children but also in the way the centre welcomes and actively encourages parents, carers and their families to be part of the learning process. As a consequence of this, children increasingly develop their self-esteem and confidence. This provides them with a strong foundation for the next stage of their education as children progress well towards the goals expected of them in both their academic and personal development.

Outstanding leadership is founded on a real understanding of the need to serve and support the local community, a clear vision for the development of the centre and very good teamwork from all who work within it. Rigorous evaluation of the centre's effectiveness by the leadership team ensures that there is good capacity for continuous improvement. The curriculum is broad and well planned with practical and engaging activities which allow children to learn through play. Children make suggestions about what they wish to learn next. The free flow of movement between the inside and outside, and between the Rainbow room and Nursery, means that children widen their learning experiences. Children really appreciate and enjoy their time in the garden. It was a delight to see the children's concentration when climbing on the climbing frame or

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making sandcastles.

Despite concerted efforts by the centre to encourage good attendance, a few children miss too many sessions to benefit fully from what the Nursery offers. This interrupts their learning.

There are excellent arrangements for assessing children's knowledge and understanding. Adults' frequent observations of children's learning and awareness of their individual interests are used well to feed into the planning of what children need to learn next. As well as contributing ideas to this planning, children also talk with the adults about what they have learnt. This gives teachers a very clear picture of the children's abilities and their progress.

What does the school need to do to improve further?

- Ensure that all adults enhance children's learning by:
 - asking open-ended questions and responding to children's comments in order to extend their understanding and use of language
 - providing more visual clues and prompts for children who find difficulty in communicating or who are reluctant to do so.
- Encourage more regular attendance by those children who miss too many sessions to fully benefit from what the centre offers.

Outcomes for individuals and groups of children

2

Children achieve well so that, by the end of their time in the centre, the attainment of the majority of children is in line with what is expected for their age. Children who are new to learning English and those identified with specific learning difficulties make equally good progress. Currently, some of the older children are particularly interested in learning about numbers and are able to count and match numbers correctly to 10. Staff act on these interests and consequently there are several activities available for children to use their newly found counting skills. This was seen when a group were outside successfully sorting out a jumbled up number line. Children are well behaved and play with and alongside each other well. Great enjoyment was had by a number of children in making books showing their first attempts at mark-making on paper. The younger children equally make good progress, taking their first steps or discovering for the first time what sand feels like to touch. On the few occasions where children become tired or tetchy, staff deal with these moments appropriately. Babies have a quiet area to sleep in and some of the younger children avail themselves of these facilities as well. The good integration of all children and the free flow of movement between all areas in the centre enables the younger children to make rapid progress in their personal, social and emotional development as they mix with the older ones. Children really enjoy being in the stimulating learning environment and are very keen to learn and try out new experiences.

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These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	2
Children's achievement and the extent to which they enjoy their learning	2
Taking into account: Children's attainment ¹	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
The extent to which children feel safe	1
Children's behaviour	2
The extent to which children adopt healthy lifestyles	2
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	2
Taking into account: Children's attendance ¹	3
The extent of children's spiritual, moral, social and cultural development	2

How effective is the provision?

All adults manage the children very well, and have exceptionally well-established routines which help the children to feel extremely safe and nurtured. This is particularly important as a number of children have significant needs and respond well to the close bonds forged with their key workers during 'island times'. A range of high quality partnerships, including links with speech and language therapists and other external agencies, contribute greatly to the children's achievement and well-being.

Adults' interactions with children are variable in quality. Some teachers have excellent skills in the way they question children and help them to develop new vocabulary and understanding about what they are doing. Occasionally some teachers ask questions that limit children's responses to one-word answers. While there are occasions when this is relevant to the task in hand, there are missed opportunities to develop children's increasing awareness of and competence in spoken language. Outstanding assessment procedures involve all staff in regular observations of children's learning and discussions

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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about each child’s interests. This ensures that the needs of all children are taken into account when planning the next steps in learning. Children’s individual profile books, which show the progress they make and skills they develop, are of high quality. Teachers are good at allowing children to develop their own interests and abilities independently. This was seen when a group of children were supporting each other on the climbing frame and were ‘rescuing’ each other as they slipped down the slide. It was also evident one afternoon when there was a spontaneous burst of frenzied painting outside and children were excited and really involved in painting the playground and themselves!

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching Taking into account: The use of assessment to support learning	2
	1
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The centre is extremely well led and managed. The headteacher shows determination and drive to ensure that all children who attend the centre and their families are fully included and that services are readily accessible to support families. Outstanding links with external agencies support the school’s commitment to a holistic approach to developing all aspects of children’s learning and personal development. Staff share the headteacher’s ambition to improve the centre still further and work effectively together to this purpose. For example, they have sent out questionnaires to try to encourage fathers to be involved in their children’s education and well-being, and to see what the centre can do to support them. Middle managers’ roles have improved since the previous inspection and they each take on responsibilities within the running of the centre. The governors are fully supportive and aware of the strengths and areas for development; they question the headteacher and leadership team about decisions and willingly support tackling areas that need improvement. Safeguarding procedures are adhered to and risk assessments for the safety of the children are regularly and efficiently carried out. The outstanding relationship between home and school begins when the staff first visit children’s homes before they start to attend the centre.

The centre has a strong and effective commitment to ensuring that all children have equal opportunity to thrive and that there is no discrimination. It uses its considerable knowledge of each child’s individual needs and interests extremely well to secure this. For example there are weekly meetings which the children are involved in to decide and to plan what they would like to learn next or to find out more about. There are also

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weekly meetings involving the children to discuss what they have learnt and to evaluate their week. This is very positive in giving the children a voice. The centre has forged strong links with local and international communities and both celebrates and values the wide and varied cultures and countries that the children come from. There are less developed links with other communities elsewhere within the United Kingdom.

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	2
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	2

Views of parents and carers

The majority of parents and carers are very happy with what the Nursery provides and the education their child receives. Fewer than half the parents and carers responded to the questionnaire and very few wrote any comments. One parent expressed concern about the safety of the children when they are playing outside. Inspectors looked very closely at this and saw that children were looked after and cared for well during outdoor activities. Inspectors found that all children make good progress in their learning and development at Granville Plus Centre.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at West Kidlington Nursery 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 76 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	68	6	32	0	0	0	0
The school keeps my child safe	12	63	6	32	0	0	1	5
The school informs me about my child's progress	8	42	11	58	0	0	0	0
My child is making enough progress at this school	6	32	12	63	1	5	0	0
The teaching is good at this school	8	42	11	58	0	0	0	0
The school helps me to support my child's learning	7	37	9	47	2	11	0	0
The school helps my child to have a healthy lifestyle	6	32	10	53	2	11	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)	6	32	8	42	2	11	0	0
The school meets my child's particular needs	8	42	9	47	1	5	0	0
The school deals effectively with unacceptable behaviour	7	37	8	42	1	5	0	0
The school takes account of my suggestions and concerns	7	37	9	47	2	11	1	5
The school is led and managed effectively	8	42	9	47	1	5	0	0
Overall, I am happy with my child's experience at this school	9	47	9	47	1	5	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.



2 March 2010

Dear Children

Inspection of Granville Plus Centre, Brent, NW6 5RA

It was lovely to meet so many of you when I came to visit Granville Plus. I enjoyed sharing lunch with you all and seeing you at play. The Centre provides a good start to your education. There are many things that you do well.

' You are very happy and like coming to your centre.

' There are many interesting things for you to have a go at. It was lovely to see so many of you making books and doing lots of early writing practice.

' You really enjoy playing outside.

' Your teachers look after you very well and arrange many different activities for you to try out.

' You receive excellent care during your time at the centre.

' The centre is extremely well led.

You are fortunate that there are so many activities going on at the centre that you and your families and carers can all share and participate in.

I have asked the staff to look at the way some of them ask you questions in order to help you learn even more. I would also like the staff to really encourage all of you to come to the centre every day, so that you do not miss out on all of the good things there. I hope that you will explain to your families how much you enjoy coming to the centre and try to go every day.

Yours sincerely

Sue Vale

Lead inspector

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