

# Woodlands Park Nursery School and Children's Centre

## Inspection report

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<b>Unique Reference Number</b>	102073
<b>Local Authority</b>	Haringey
<b>Inspection number</b>	335837
<b>Inspection dates</b>	16–17 September 2009
<b>Reporting inspector</b>	Jane Wotherspoon HMI

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.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	0–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	55
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Sam Raphael
<b>Headteacher</b>	Mr Peter Catling
<b>Date of previous school inspection</b>	2 October 2006
<b>School address</b>	Woodlands Park Road Tottenham London N15 3SD
<b>Telephone number</b>	020 8802 0041
<b>Fax number</b>	0871 5944 806
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<b>Age group</b>	0–5
<b>Inspection dates</b>	16–17 September 2009
<b>Inspection number</b>	335837

**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 one of Her Majesty's Inspectors and an additional inspector. The inspectors made 11 observations of varying length of children's learning, and held meetings with governors and staff. They observed the centre's wider work, and spoke informally with staff, children and parents. They looked at a range of documentation, including policies, the centre's data on children's progress, assessments of children's learning, the centre's development plan, the single central record of information held on staff and 47 parental questionnaires.

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

- policies and records for safeguarding children
- the extent to which the centre's focus on aspects of literacy and numeracy has been successful so that all children achieve equally well
- the consistency in the quality of interaction between adults and children
- how well assessment systems are becoming established across the provision and providing information to set targets to raise expectations further
- how well leaders and managers, including governors, are evaluating the impact of the broader services on outcomes for children.

## Information about the school

The centre serves a socially, ethnically and culturally diverse community which includes refugees and asylum-seeking families. About two thirds of children are from minority ethnic backgrounds, with a wide range of groups represented. Approximately 10% of children are in the early stages of learning English. The main languages spoken are Turkish and Somali. The centre opens for 48 weeks a year from 8.00am till 5.45pm, providing a mix of full-time and part-time nursery education and childcare places provided flexibly to meet the needs of parents. Seven nursery places are reserved for children referred by the local Network Panel. These children may have special needs or have been referred from social services. A further seven places are allocated to vulnerable two-year-olds. At the time of the inspection, the centre was still inducting new children and had not reached its maximum capacity of 80 full-time equivalent places. Depending on the take-up of full- and part-time places, the actual roll may reach up to 120 children. In addition, the centre provides before- and after-school care for children aged between 5 and 7 years from two local primary schools.

The centre offers a wide range of services to parents and the wider community to fulfil its core offer as a designated Children's Centre. These are delivered with the involvement of a range of partners and include family support, outreach, and child and family health services, as well as advice and guidance.

**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?**

**4**

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

**2**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to the need to meet statutory requirements for safeguarding children by recording and maintaining the required information from staff vetting procedures.

The centre's failure to meet this specific requirement means that safeguarding procedures are inadequate. This has a significant impact on other key judgements such as the quality of provision and the leadership and management of the Early Years Foundation Stage. This means that, despite many strengths in the daily care of children, underpinned by warm relationships and sensitive management, the quality of care, guidance and support is inadequate. By not fulfilling this statutory duty, governors are placing children's well-being at risk and so governance is also deemed inadequate.

Outcomes for children are good. They make good progress in their learning with key strengths in their personal, social and emotional development. Provision for their learning and development is good. Staff make good use of the stimulating outdoor environment to encourage children to explore the natural world. The outdoors also makes a significant contribution to children's physical and social development as well as to healthy lifestyles. Variability in the levels of experience and expertise of staff leads to some inconsistency in the quality of observations, interaction and engagement of children and to some missed opportunities to extend their learning.

The centre has sustained good performance since the last inspection. Leaders and managers have a clear framework for improving further. The centre's development plan contains appropriate actions based on an evaluation of a range of information, including the views of parents and community users. Good developments in the range of extended services mean that, in the words of one parent, 'the centre is at the heart of the community for so many families'. Not enough use is made of data from tracking children's progress and from evaluations of the centre's services in judging the impact of the centre's extended provision on outcomes for children in the nursery.

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

- Ensure that statutory requirements are met for recording and maintaining information from staff vetting procedures.
- Improve the consistency of provision by sharing existing good practice in:

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- observing and analysing children's learning so that the next steps can be identified clearly
- using information from observations in planning modified activities for a range of children to use
- engaging in children's play to make the most of every learning opportunity.
- Strengthen self-evaluation at all levels of leadership and management through more in-depth analysis of available data to:
  - set targets for individuals and groups of children
  - evaluate the impact of extended services on outcomes for children in the nursery.

**Outcomes for individuals and groups of children****2**

Inspectors' observations of children's learning confirm the accuracy of the centre's tracking information. Most children are reaching the levels expected for their age in early literacy and numeracy skills as a result of the centre's increased focus on these areas. Their counting skills and interest in books are developing well. There are particular strengths in children's personal, social and emotional development, and in their knowledge and understanding of the world, physical development and creative development. Children make good progress. No group achieves significantly better or worse than any other.

Children thoroughly enjoy exploring the spacious outdoor area. Good intervention from staff, for example to 'take big, long steps' encourages children to develop mathematical vocabulary. Good physical development among the older children, especially large movements and coordination to effectively negotiate obstacles, stems from regular opportunities to use the large equipment. Here, children learn to take physical risks in a secure environment under the careful supervision of staff. The outdoor area also gives children strong awareness of the environment and a sense of wonder in the natural world. A two-year-old, for example, watched with fascination as a spider climbed the wall. Children learning to care for plants in the landscaped garden at the front of the centre know that it is important to water regularly and to get rid of weeds because otherwise 'flowers don't like it, they can't grow'.

Behaviour is good, and sometimes exceptional for their age. Children contribute effectively to their own learning by using their imagination and initiative to take activities further. The centre's project on 'listening to children' provides many opportunities for them to be involved in decision making about their own learning, and about equipment to purchase and resources to use. Children learn about the people who work in the centre and those, such as the fire-fighters who visited the centre, who work to help others in the wider community.

While some of the youngest children engage in fairly solitary play, older children co-operate well with each other. They take responsibility for tidying resources and take part in a range of activities that develop their understanding of different cultures, for

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example through dance, music and stories. Their high self-esteem and confidence are demonstrated in their ability to develop secure and trusting relationships with adults. They make special friends and are kind and thoughtful to each other. Children sustain high levels of interest and concentration for their age, for example when repeatedly pouring water into the sand and watching it soak in.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>4</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Children's attainment <sup>1</sup>	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
<b>The extent to which children feel safe</b>	<b>2</b>
<b>Children's behaviour</b>	<b>2</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>2</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?

Adults plan a wide range of interesting activities to develop children's skills and knowledge. An appropriate balance between activities led by adults and opportunities for the children to initiate their own learning is achieved through a variety of resources and careful organisation of the space. Children also have access to some of the activities organised through the extended services which provide opportunities to engage with the wider community. Adult-led group sessions give opportunities for focused teaching and learning of specific skills such as counting as well as offering a positive social occasion. Staff meet daily to review the day's activities and children's response to them. This leads

<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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to helpful discussion about how activities can be developed to take account of children's interests as well as practise essential skills and develop knowledge.

Systems for observing children's learning are well established. Children's profiles contain a variety of evidence of their good progress. Some are exemplary, giving key staff in-depth knowledge of the children in their group. However, there is some variability in the quality of the analysis of children's learning, in the frequency of the observations and in the identification of 'next steps' that can be used when planning activities. Although it is clear from the planning what children are expected to learn from the experiences provided, it is not always clear how activities can be modified to meet the needs and abilities of different children. The most skilful practitioners do this instinctively by building on children's responses and the learning they observe. For example, very effective engagement through asking open questions prompted children looking at a book to think about what might happen next and to consider what the character might do. It also provided opportunities to learn new vocabulary. Very enthusiastic engagement in children's role play, such as the youngest children's imaginary visit to the seaside in a bus, fosters their imagination and develops their vocabulary. Not all staff engage children in a way that maximises learning and exploits incidental opportunities to extend learning.

Children are very well looked after throughout the extended day; relationships are warm. The atmosphere is generally calm and opportunities are taken to create good social habits at meal times. Breakfast club and after-school care are well supervised and relaxed. Support for children with special educational needs is sensitive and well targeted to their particular difficulties so that they can make good progress. Bilingual staff communicate with children in their home language where this will help to establish key vocabulary and help to forge links with parents whose English is not strong. Outstanding partnerships with a range of services that operate from the centre ensure that support is readily available to children, and their families, whose circumstances make them vulnerable.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>4</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

The centre is ambitious to become outstanding. Senior staff know what is required to

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achieve this. Teamwork is good and staff morale is high. Monitoring of the quality of provision is regular and helpful. As well as identifying strengths that can be shared, it focuses on how staff can improve practice. It also leads to changes in organisation, such as the deployment of a qualified teacher to lead and support the team caring for the children aged under three.

The centre has an effective system for monitoring children's skills, knowledge and understanding and for tracking the progress they make. The information is helpful in identifying areas that are stronger or weaker and provides a good basis for ensuring that all children are making progress and that no groups are being disadvantaged. It identifies where support may be targeted to ensure that all children can achieve their potential. However, this data is not used fully enough in analysing the progress of different groups and in setting targets for individuals.

Governors have a good deal of expertise and a strong commitment to the aims of a children's centre. They have helped to guide the development of the extended services through an extensive range of partnership working. Consultation with parents and the community underpins effectively the duty to promote community cohesion. Analysis of the community and its needs have been undertaken through links with community groups and through regular surveys of parents and community members who use its wide range of services. The centre reaches out to develop links with communities beyond the local area. Its strategy to promote community cohesion is woven throughout its development plan and is evaluated regularly. Governors are active in the process of monitoring and evaluating the quality of provision and setting priorities for development but acknowledge there is more to do to evaluate the impact of the extended services on outcomes for children attending the nursery. A range of policies is in place to ensure the day-to-day health, safety and well-being of children. However, statutory duties for safeguarding children are not met because the school does not keep a sufficiently robust record of the checks that have been made on staff before their appointment.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>4</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>2</b>



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<b>The effectiveness of safeguarding procedures</b>	4
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	2

## Views of parents and carers

Parents responding to the inspection questionnaire were overwhelmingly positive in their endorsement of the centre's work. They are confident that their children are looked after well in a safe environment and nurtured by staff. They praised the induction and transition process and have been particularly pleased at how well their children have settled. There was recognition, too, of improving facilities, especially outdoors, that are providing new experiences for their children. Although still positive, parents would like more support to help their children's learning at home. Some parents felt unable to answer all questions because their children have only just started at the nursery. Parents attending the centre's extended services spoke highly of the positive impact on community links and opportunities to develop their social network.

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

Ofsted invited all the registered parents and carers of children registered at Woodlands Park Nursery School and Children's Centre 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 12 statements about the school.

The inspection team received 47 completed questionnaires by the end of the on-site inspection. In total, there are 65 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	83	7	15	0	0	0	0
The school keeps my child safe	39	83	7	15	0	0	0	0
The school informs me about my child's progress	32	68	12	26	0	0	0	0
My child is making enough progress at this school	32	68	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	25	53	20	43	0	0	0	0
The school helps my child to have a healthy lifestyle	33	70	12	26	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)	30	64	11	23	0	0	0	0
The school meets my child's particular needs	33	70	14	30	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	32	68	10	21	0	0	0	0
The school is led and managed effectively	36	76	9	19	0	0	0	0
Overall, I am happy with my child's experience at this school	40	85	7	15	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.**



September 2009

Dear Children

Inspection of Woodlands Park Nursery School and Children's Centre, Tottenham N15  
3SD

It was lovely to meet you all and to see how well you are settling into the nursery. It was great to see you enjoying stories and looking at books. Your counting is really good! I enjoyed the gardening club and seeing you smell the herbs, get out weeds, and water the tomatoes. Some of you are very good at riding your bikes and sliding down the slide.

It was good to see you behave well, listen to the grown-ups and take care of each other. The grown-ups look after you very well. There are lots of good things happening at your centre but some things that the grown-ups need to make better. This is what we have asked them to do:

- keep all the pieces of paper that they are supposed to have
- make sure that all the grown-ups help you to learn more while you are playing
- check that all the activities in the centre help you to learn more.

With best wishes

Jane Wotherspoon

Her Majesty's Inspector

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