

Edith Kerrison Nursery School

Inspection report

Unique Reference Number	102700
Local Authority	Newham
Inspection number	335951
Inspection dates	18–19 November 2009
Reporting inspector	Jo Curd

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

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	115
Appropriate authority	The governing body
Chair	Bryan Collier
Headteacher	Ann Childs
Date of previous school inspection	3 April 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors made nine observations of varying lengths of children's learning, and held meetings with governors and staff. They observed the school's work, and looked at the school development plan, photographs of previous activities, planning and assessments, and analysed the responses to 88 parental questionnaires.

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

- how well all children achieve in all six areas of learning
- how effective are teaching, curriculum and care
- the quality of leadership and management, including the school's contribution to community cohesion and procedures for safeguarding.

Information about the school

The nursery is situated in an urban part of East London. Most children live near the school. Mobility is high. Ethnicity is diverse. About 25% of the children are from White British backgrounds; about 25% are of Eastern European and about 30% of African descent. The school can take up to 100 children part-time and 40 full-time. About half the children are at early stages of learning English. Most of these have Bengali, Somali or Twi as their first languages. About 11% of children have families who are asylum seekers or refugees. About 10% of children have special educational needs and/or disabilities, predominantly linked with learning, speech and communication difficulties. The children's centre managed by the nursery provides a range of facilities for families at the school and in the wider community.

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

2

Main findings

All the children progress extremely well in this outstanding nursery. Most children settle quickly and benefit greatly from the high ratio of staff to children, extremely effective organisation of sessions, very practical activities and excellent levels of care. All the staff and families are valued and are valuable members of its community; each contributes their strengths and experiences and learns from each other. Respect and inclusion are paramount and diversity is celebrated.

Children are extremely happy and well behaved. Sessions are settled, peaceful and purposeful. Parents and children attend family groups for toddlers, babies and children with additional needs, and also English lessons for adults. These contribute well to the nursery's excellent care, guidance and support for children, their families and the wider community.

Leaders and managers are extremely encouraging to staff, families and children. There is a strong emphasis on continuous learning. Several members of staff came to the nursery as parents of children here, became volunteers, undertook training and became paid staff. Nearly all the staff continue training, from vocational qualification to higher-degree levels, to develop their understanding of the Early Years Foundation Stage and its curriculum. This contributes significantly to the excellent quality of teaching throughout the nursery, and provides what one parent expressed as, 'the best possible start with good foundations laid for their educational future'.

All members of staff are highly committed and strive to maximise learning and development for each child. Their expectations for children are high but also very supportive. The way staff use their excellent knowledge of each child to plan highly imaginative engaging activities, praising them for their progress and guiding them to extend this further.

Sessions are organised extremely effectively. The balance between activities led by adults and those chosen by children is excellent. Accommodation and resources indoors and out are used very well. Opportunities for energetic outdoor play, including football, gymnastics and swimming, contribute highly successfully to children's exceedingly good understanding of and commitment to health. Older or more able children are expected to cover three activities each session. They eagerly and responsibly tick these off on individual work boards each day. This successfully helps their learning, development and preparation for later life and learning. This choice and the way children encourage each other's learning is just one way in which they contribute to this learning community. Children are eager, motivated and responsible. Their facial expressions and demeanour indicate how very safe they feel.

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Although leaders and managers have an excellent understanding of the nursery's strengths and weaknesses, they do not always record these in sufficient detail. This occasionally means that discussions between staff members or evaluations can be time consuming because information is not always easily at hand. Governors visit the nursery and effectively support and challenge information which the school provides. They do not always monitor or evaluate wider aspects of the nursery sufficiently rigorously.

The nursery has developed well since its last inspection. Assessments, planning and the organisation of sessions have all improved. Children are now involved in planning and assessing their own learning. While there are a few shortcomings in monitoring and evaluation, the successful track record and the skills and commitment of all staff indicate that capacity for sustained improvement is good.

What does the school need to do to improve further?

- Increase the detail recorded in monitoring to improve the ease of shared evaluation and comparisons over time.
- Ensure that governors monitor and evaluate all outcomes and aspects of provision.

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

Outcomes for all the children are excellent. The knowledge, skills and understanding with which children join the nursery are generally well below those expected for this age, especially in communication, language and literacy and personal and social skills. They all make extremely good progress in their learning and development. Although many, because of their very low starting points or additional needs, leave with relatively low-level skills, some, within this familiar, secure environment, exceed national expectations for this age. Children with special educational needs and/or disabilities make very good progress because staff are encouraging and highly supportive and the curriculum is extremely suitable and accessible. Those who learn more quickly and easily respond well to staff's high expectations and challenge. Children who are at an early stage of learning English, including those who are more vulnerable, generally settle into the nursery's consistent routines quickly, helped by both peers and staff. Classes at the Children's Centre help parents with a range of skills, including their use of English communication skills, integration with the local community and their ability to help their children at home. This in turn contributes well to children's development, physical and mental health and safety in and out of school. All the children progress very well and there is no significant difference in this between any of the groups.

Spiritual, moral, social and cultural development is very good. Behaviour is excellent and children clearly know what is right and wrong. The use of sign and pictorial symbols is a huge asset to those frustrated by difficulties with language and communication. This helps them to understand others and to communicate and express themselves in positive, appropriate ways. Children's facial and verbal expressions reveal their excellent spiritual development through first-hand experience with the world around them, excellent relationships with others and ample opportunities to relax and ponder about

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what they see, hear and learn.

Children's confidence and ease indicates how very safe they feel. They are confident that adults are there to help and that they will do so whenever necessary. They develop very good attitudes towards health through considerable amounts of energetic exercise, eating fruit at snack time and healthy meals for lunch. Although they contribute well within the nursery through choosing and adapting activities, helping with jobs and tidying up, opportunities to contribute to the wider community are more limited. They enjoy nursery and are eager to come. Despite a strong and concerted effort by staff, however, school is still not a top priority for some families and attendance is satisfactory. Despite the absence of some, excellent progress, great eagerness to learn and outstanding behaviour prepare children well for later life and learning.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	1
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	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	2
Taking into account: Children's attendance ¹	3
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

The excellent quality of teaching is largely due to the extremely effective way staff use assessments to plan, modify and adapt activities to meet and extend children's learning

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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and development. One example of this was when a child showed a member of staff how she had written her name. The member of staff enthusiastically praised the child, commented on how well she had formed one letter but encouragingly showed her how to improve another. The child was thrilled with the praise and was successfully challenged to develop her skill and learning further. Staff skilfully guide, challenge and extend all the children, including those who have special educational needs and/or disabilities very well.

The organisation and use of accommodation and sessions is extremely effective.

Key worker groups are based in one of three colour-themed rooms, each linked with particular areas of learning. Children are based in these rooms but have ample opportunities to move between rooms and to go outside in all weathers. Every two weeks key worker bases rotate. This ensures that children have a range of experiences and that staff teams have opportunities to plan activities across all six areas of learning. Sessions are effectively split between whole-class activities, small group teaching and ample opportunities for children to choose and pursue activities themselves.

Activities indoors and out are very varied, stimulating, relevant and accessible, covering all six areas of learning extremely well. Photographs show children enthusiastically planting, harvesting and eating a range of vegetables, visiting a local restaurant to make their own pizzas, visiting the science museum, exploring a dental surgery and watching chicks incubate and hatch. All these add to their enjoyment, achievement and preparation for later life.

Children are cared for, supported and guided extremely well. Staff are very well trained; all have paediatric first aid qualifications and most are very experienced. Courses and family groups at the Children's Centre help support children and families very well. Their qualifications, experience, sensitivity and skill add to the outstanding safety, health and development of all.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	1
The quality of teaching	1
Taking into account: The use of assessment to support learning	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?

The headteacher and deputy headteacher have worked highly successfully together to build a strong ethos of learning throughout the nursery. They have encouraged and financed considerable training, which is proving very valuable to provision and outcomes

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for all children. They have encouraged staff to follow and develop their interests and expertise and have developed very strong and effective teamwork involving all members of staff and many parents and members of the community, and hence the nursery makes a good contribution to community cohesion. They have enabled staff to work together to organise accommodation and sessions highly effectively. They are forward thinking, and plan for eventualities well in advance. They have a very good understanding of the nursery, children, staff and the local area. Their evaluation provides an accurate picture even though in their quest to improve, some judgements are slightly modest. Some monitoring occasionally lacks fine detail, however, sometimes making it difficult to discuss findings, evaluate fully or compare provision or outcomes over time.

Governors support and challenge information provided by the school but are not always sufficiently proactive in taking a wider remit themselves. Leaders and managers at all levels have a very clear and detailed knowledge of safeguarding, good procedures and policies are in place. Risk assessments are sound, although some are more detailed than others. The nursery's contribution to community cohesion, through contacts with schools abroad, courses and groups offered at the Children's Centre and the mix of adults and children who work harmoniously together, is good. Partnerships with parents are good. Most parents are very happy with all the nursery does and all have opportunities to extend their learning and skills at the Centre. Excellent partnerships with other professionals such as health visitors, speech therapists and advisors contribute towards the safety, health and development of all.

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	2
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

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Views of parents and carers

A very large proportion of the 88 responses to the questionnaire were positive about all aspects of the nursery. Almost all responses agreed or strongly agreed that their child enjoyed nursery and was kept safe. The overwhelming majority were happy with their child's experience at school and felt that teaching was good and leadership and management effective. The most positive responses were for children's enjoyment and safety and overall satisfaction with their child's experience. One parent's comments expressed the views of most, when she said, 'All the staff do an excellent job in keeping my child safe, happy and educated at the same time.' Written comments revealed that a small minority are not happy that most younger children only attend part-time and a few felt they were not kept sufficiently informed of their child's progress. Although a small minority expressed concerns about behaviour the inspection team saw nothing but excellent behaviour from all the children. They also heard about positive ways and successful strategies to help those children with challenging behaviour improve.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Edith Kerrison 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 115 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	81	16	18	0	0	1	1
The school keeps my child safe	66	75	21	24	0	0	1	1
The school informs me about my child's progress	54	61	30	34	2	2	2	2
My child is making enough progress at this school	50	57	36	41	0	0	1	1
The teaching is good at this school	60	68	27	31	0	0	1	1
The school helps me to support my child's learning	46	52	36	41	1	1	1	1
The school helps my child to have a healthy lifestyle	52	59	30	34	2	2	1	1
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)	44	50	32	36	3	3	3	3
The school meets my child's particular needs	43	49	35	40	5	5	5	5
The school deals effectively with unacceptable behaviour	45	51	37	42	3	3	3	3
The school takes account of my suggestions and concerns	37	42	42	48	3	3	3	3
The school is led and managed effectively	57	65	28	32	1	1	1	1
Overall, I am happy with my child's experience at this school	63	72	24	27	0	0	1	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.



23 November 2009

Dear Children

Inspection of Inspection of Edith Kerrison Nursery School, Newham, London E16 3PB

Thank you for being so friendly and welcoming when we visited your school recently. It was a pleasure to meet so many of you and to spend time watching you work and play. I enjoyed having lunch with some of you; thank you to those who helped me clear my plate away.

We think your nursery is excellent and can see why most of you enjoy being there so much. You feel very safe because you are all looked after so well. Most of you are fit and strong because of all the exercise you have in play, gymnastics, football and swimming and the healthy school lunches which those of you who stay all day eat. You all make very good progress because teaching is excellent and activities are very varied, interesting and fun. We think the nursery leaders have worked extremely well in encouraging all the grown-ups to work hard at nursery and in their own learning so that they can do their jobs even better. We have asked them to do two things to improve the nursery even more. These are:

- to include even more detail in their records so that they can discuss these together more easily and can make sure that work gets even better over time
- for governors to think and talk about even more aspects of your nursery.

Perhaps you could help by telling your staff and governors all the good things about the nursery or any things which you think could be even better.

Once again thank you for your help.

With best wishes to you and your families

Yours sincerely

Jo Curd

Lead Inspector

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