

Tunstall Nursery School

Inspection report

Unique Reference Number	101705
Local Authority	Croydon
Inspection number	355053
Inspection dates	15–16 March 2011
Reporting inspector	Jane Chesterfield

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	102
Appropriate authority	The governing body
Chair	Penny Nicholls
Headteacher	Diane Ward
Date of previous school inspection	12 November 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed three morning and afternoon nursery sessions, involving all teachers and other Early Years practitioners, and two 'Stay and Play' sessions in the children's centre's family room. They met with parents, governors and staff. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, children's folders and assessment records, tracking data, strategic planning and minutes of governing body meetings. Questionnaires completed by staff and by 79 parents and carers were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which children are currently making outstanding progress and attaining at high levels.
- The impact of the nursery's efforts to improve the attendance of some children.
- How effectively assessment and the tracking of children's progress are now used to plan to meet the different needs of the children.
- The impact of leaders at all levels on continuing improvement within the nursery and the children's centre.

Information about the school

Tunstall Nursery School and Children's Centre serves a residential area near the centre of Croydon. Many children come from minority ethnic backgrounds, mostly of Asian heritage, though an increasing proportion are from Eastern Europe. More than half the children are learning English as an additional language, which is high compared with national figures. The proportion of children with special educational needs and/or disabilities is below average, and these needs relate mainly to speech and language difficulties. The proportion of children with a statement of special educational needs is above average. The headteacher and the manager of the children's centre have both taken up their posts in the last year. The previous headteacher is now the Chair of the Governing Body. The nursery was designated as a children's centre in March 2007.

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

Tunstall Nursery School and Children's Centre is an outstanding setting which offers children an excellent start to their education. Children are very happy at the nursery, and parents and carers are very pleased with what it offers. One parent commented, 'This is an exceptional learning environment and my child can't wait to get there each day.' Another said, 'Tunstall provides a lovely, caring environment. Their main focus on making children do their tasks independently has helped my child to learn and get prepared for school life.' Parents and carers visiting the 'Stay and Play' sessions in the family room spoke warmly of the all-round support they and their children receive, and of how well the sessions help prepare their pre-school children for moving on to nursery.

Thanks to the exceptional pastoral care, children feel very safe and secure at nursery, and readily turn to adults if they have a problem. They behave very well indeed, showing an understanding of the needs of others. They enjoy being part of a community, for example in preparing and distributing fruit to the rest of the nursery, or helping to look after the pet guinea pig. Children get on extremely well with one another and work together cooperatively. One boy and girl, for example, set about building a tall tower together, with a bridge on top to place toy cars. Children are able to look after themselves and know how to keep themselves safe and healthy. They routinely wash their hands after using the toilet, help themselves to drinks of water from the cooler and put their coats on before going outside. All are very physically active in the outdoor area.

Children make outstanding progress at the nursery and reach a level of skills which is high for their age, as a result of the excellent teaching and curriculum. Staff plan an exceptional range of exciting, imaginative and creative activities across all the areas of learning, both indoors and outside. There is an excellent balance of activities led by adults and child-initiated learning supported and developed by adults. Boys and girls achieve similarly well across the areas of learning, because the nursery is very adept in engaging each gender in areas in which they are traditionally less successful. Communication, language and literacy activities are geared to appeal to boys as well as girls, while mathematics activities are made inviting for girls.

The nursery has tackled the issues from the previous inspection very thoroughly. Senior leaders have introduced a comprehensive tracking system which clearly shows the excellent progress made by each cohort during their year at the nursery. Information about the cohort's attainment and progress is carefully analysed to inform future curriculum planning, while daily assessments of the progress of individuals are used to plan the next steps in their learning. The nursery has realised that its work on promoting and improving attendance has to be a priority every year, because the children only attend the nursery for one year. The attendance of most children is satisfactory, but some miss too many sessions and so do not make the most of their nursery place. Staff work closely

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with families to encourage good attendance, but do not reap the benefits of their efforts, as the children move on to primary school.

◆ Senior leaders and governors have an excellent insight into the school's strengths and areas for development, and school development planning focuses on the most important priorities for the future. They understand the need to maintain the best elements of their very strong practice, while being open to new ideas. Innovations, such as developing a 'Forest School' will add new dimensions to their provision. The nursery has made excellent progress since its last inspection and has an outstanding capacity for further continuous improvement.

What does the school need to do to improve further?

- Work with each new cohort of parents and carers to promote and raise attendance for their children.

Outcomes for individuals and groups of children

1

The work seen in the nursery sessions and in children's folders confirms that attainment is high at the end of the nursery year, and that the overwhelming majority of children make outstanding progress from below average starting points. A strong focus on songs, rhymes and stories accelerates the learning both of those children with speech and language difficulties and those who are learning English as an additional language. The composition and size of the groups for these activities are dictated by the children's needs. Books from different cultures are used effectively to involve the children and as a result they learn exceptionally well. Those children with a statement of special educational needs have very precise individual education plans and specially targeted activities, so that they too make very good progress from their starting points.

◆ Children's progress is excellent in all areas of learning. Children talk happily about what they are doing and readily explore different ways of writing and drawing. They enjoy looking at books, especially their own folders, which they are very keen to show to adults. Most can count to five and some to nine and beyond and they have an understanding of shape, size and position. They are curious about the natural world, for example in handling and observing the guinea pig or bubble-blowing in the garden. They are very confident in their use of technology such as personal computers, the interactive whiteboard and cameras. Both boys and girls eagerly take part in music and dance sessions. They make models and pictures using crayons, paints and pastels and role play family life in the home corner. They use the climbing apparatus and wheeled toys energetically, and are able to manipulate tools and small objects such as beads and buttons successfully. The children's independence is very apparent, and almost all persist in trying to do things for themselves, asking for adult help only as a last resort. They are able to sit still, listen and take turns when required, and often are very good at sorting out problems for themselves. One group of children sorted out a traffic jam on the bike track very effectively, for example, with some bikes reversing back into a gap so others could pass. They sometimes need help sharing popular toys such as the bikes, but they understand that the use of timers is a fair way to do this. Children show a keen interest in the range of cultures represented in the nursery and are very accepting of differences.

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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	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	1
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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The curriculum is extremely well planned to ensure full coverage of the required aspects. Each term there is a particular focus on two areas of learning in order to give a structure to the year, while in the short term staff plan topics linked to children's interests and to topical events, such as Shrove Tuesday or the Chinese New Year. Assessment and tracking are now used very effectively to plan activities. Tracking of last year's cohort, for example, showed that the girls did less well than the boys in some aspects of mathematics, so this year's mathematics activities have included some that are especially enticing for girls. During the inspection, they particularly enjoyed sorting and counting glass counters on a light table, commenting on how sparkly and shiny they were. Both boys and girls were intrigued by a 'placing and arranging' activity where each child took a gift bag full of different items such as corks, feathers, earrings and fir cones and displayed them on a large sheet of paper. Staff were on hand to develop mathematical ideas and to take pictures of the finished piece of work before someone else had a go. They asked questions such as, 'Is the necklace above or below the feather?' and 'Which is longer, the ribbon or the stick?' Girls are now achieving as well as boys in mathematics. Similarly, boys achieve as well as girls in communication, language and literacy because activities

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draw them in. During the inspection, they enjoyed climbing mini ladders to use chalk or paint brushes on an outside wall, thus developing the skills they need for writing.

◆ Thorough planning is underpinned by excellent support for children during activities. Staff are all very skilled in asking the right questions and introducing the right ideas to help children develop their language and their thinking, both in adult-led activities and in the activities which are initiated by the children themselves. Staff also support children's welfare and pastoral needs exceptionally well. Key workers liaise closely with parents and carers on a daily basis to ensure that children's needs are fully met. During the inspection, for example, a key worker arranged a meeting with a childminder so that they could discuss continuity of provision for the child together. Provision for children with special educational needs and/or disabilities is especially strong, and the integrated use of the services of outside professionals is very effective. The children's centre plays a key role here, helping families to access health and social services to support the needs of parents and carers and children of all ages.

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, deputy headteachers and children's centre manager work very successfully together to provide continuity and consistency of provision across the whole setting for children and families. They give excellent direction to the provision, which is very well organised and runs very smoothly. Staffing is stable, morale is high and staff feedback in their inspection questionnaire was consistently positive. Staff at all levels have clear roles and responsibilities and carry out their duties competently and confidently. All staff are involved in evaluating the quality and impact of their work through the daily evaluation meetings which take place after each morning and afternoon session. The governing body is highly knowledgeable and has a very good understanding of how to support and challenge the school. The Chair of the Governing Body and the new headteacher have brought about significant improvement since the last inspection, and the new headteacher has a clear vision for building on current excellence to achieve further improvement and innovation. Safeguarding arrangements are exemplary. Required checks on adults who come into contact with children fully meet requirements and risk assessments are thorough. Procedures for child protection are stringent and the thoroughness of staff training arrangements is a particular strength. The nursery works exceptionally well to promote equality of opportunity and tackle discrimination, so that there are no differences in the performance of different genders or groups.

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◆ Relationships with parents and carers at the nursery and the children's centre are excellent, thanks to the efforts made by staff. Families are kept very well informed about what their children are learning and how they are doing. Staff, parents and carers and children communicate informally through the nursery's 'message pot' system which is very well used. Parents' and carers' views are sought regularly through discussions and questionnaires. Parents and carers are fully involved, for example through representation on the interview panel for the headteacher, or on the children's centre advisory board. Outstanding partnership work through the children's centre and the extended schools cluster brings to the children opportunities and support which they might not otherwise get. Through the cluster, for example, the children have the chance to learn French with a secondary school teacher. Community cohesion is excellent. The nursery and children's centre form a very cohesive community, offering many benefits to families in the locality. New mothers come to the children's centre to learn Pilates, for example, while fathers are encouraged to drop in on Saturdays with their pre-school children. There are strong global links, for example with a school in Uganda for which the nursery children raised funds by doing sponsored star jumps. The headteacher is currently developing links with a nursery school in the Hebrides, familiar to the children as the place where the 'Katie Morag' stories are set, but very different from their familiar surroundings in Croydon.

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	1
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	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was very high. Parents and carers are very happy with the school. All felt that their children enjoy school, that the school keeps their children safe and them informed about their children's progress, that the school deals effectively with unacceptable behaviour and that the school

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is led and managed effectively. Very few indicated dissatisfaction with any aspect of the school's provision.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Tunstall 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 13 statements about the school.

The inspector received 79 completed questionnaires by the end of the on-site inspection. In total, there are 102 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	84	12	15	0	0	0	0
The school keeps my child safe	53	67	23	29	0	0	0	0
My school informs me about my child's progress	51	65	24	30	0	0	0	0
My child is making enough progress at this school	39	49	32	41	3	4	0	0
The teaching is good at this school	48	61	27	34	1	1	0	0
The school helps me to support my child's learning	45	57	31	39	2	3	0	0
The school helps my child to have a healthy lifestyle	40	51	35	44	1	1	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)	32	41	35	44	4	5	0	0
The school meets my child's particular needs	38	48	35	44	3	4	0	0
The school deals effectively with unacceptable behaviour	36	46	39	49	0	0	0	0
The school takes account of my suggestions and concerns	37	47	37	47	1	1	0	0
The school is led and managed effectively	53	67	24	30	0	0	0	0
Overall, I am happy with my child's experience at this school	57	72	20	25	1	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



17 March 2011

Dear Children

Inspection of Tunstall Nursery School, Croydon CR0 6TY

Thank you for making us so welcome when we visited your nursery. We really enjoyed talking to you and joining in with your activities.

We found that your nursery is outstanding and that you have an exciting place to spend your time. These are just some of the things we liked about your nursery.

- You are very happy at nursery and really enjoy all the different activities.
- You are learning lots of new things at a very fast rate, because the staff give you such good support to try out all the activities they set up for you.
- You know how to behave around the nursery and outside in the garden, and you share your toys with one another very well.
- You are kind to other people, and make friends with one another and the staff very easily.
- You feel safe and secure at nursery and you are very well cared for at all times.
- Your nursery is very well run and the staff know how to make it even better.

To help the nursery improve even more, this is what we have asked the staff to do.

- Work with your families to make sure that you all come to nursery when you should and that you only miss a session when you are ill.

Carry on having fun and enjoying your excellent nursery!

Yours sincerely

Jane Chesterfield Lead inspector

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