

# Surbiton Children's Centre Nursery

Alpha Road, Surbiton, KT5 8RS

## Inspection dates

2–3 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Outstanding</b>	<b>1</b>
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- This nursery provides a welcoming, inclusive community where all staff and children relate very well, aiming for and achieving the very best in all aspects of their work.
- Children make excellent progress from their starting points because of the wide range of opportunities that are provided for them to develop their skills in all areas of learning. Disabled children and those with special educational needs make exceptional progress because of the excellent opportunities they are given to learn new ways of communicating.
- Teachers, nursery nurses and learning support assistants work exceptionally well as a team and use very good resources to support children's learning. Activities are well planned and focus on children's interests. Opportunities are being developed to help children understand how well they are doing. Excellent questioning and conversations ensure that children's communication and social skills are maximised. Classrooms, the outdoor area and use of the local park ensure that children have lots of opportunities to develop their physical skills.
- Children are totally engaged in their learning and behave very well. Children who find managing their behaviour more challenging show great improvements because of the excellent support they receive from well-trained staff. Children show an excellent awareness of how to stay safe.
- Leaders and managers at all levels, including the governing body, are always seeking to make improvements. Parents and carers say how much their children enjoy the nursery and settle quickly, commending the extensive knowledge of their children by the staff.

## Information about this inspection

- The inspector observed 4 hours 20 minutes of teaching and also undertook a joint observation with the headteacher. In addition the inspector read books with children.
- The inspector took account of 46 responses to the online questionnaire (Parent View) and the results of a previous questionnaire held in school.
- The inspector held meetings with the vice chair of the governing body, the headteacher and middle leaders and met several parents informally at the start and end of the day.
- The inspector observed the nursery's work and looked at documents including the record of assessment of childrens' learning and development, plans for improvement, the monitoring of teaching and learning, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector inspector

## Full report

### Information about this school

- This nursery school is part of Surbiton Children's Centre. The nursery provides part-time places for morning or afternoon sessions and up to 30 full-time places for children for one year or more before they start school.
- There is also provision for extended day care for up to 30 children on site. 'Stepping stones' pre-school play group is in an adjacent building and shares the outdoor area, both of which are subject to separate inspections.
- The nursery has a unit with 10 places for assessing and meeting the needs of children with social communication difficulties.
- There is a higher than average proportion of children with special educational needs supported at early years action plus or with a statement of special educational needs.
- There are average numbers of children known to be eligible for free school meals. At the time of the inspection none was being supported by pupil premium funding.
- There is a much higher than average proportion of children for whom English is an additional language.

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

- Further develop children's abilities to evaluate their own learning and that of their peers.

## Inspection judgements

### The achievement of pupils is outstanding

- Children start in the nursery with a wide range of developing skills and most are at earlier stages of development than would be expected for their age. A third of them are learning English as an additional language. They make rapid progress in the short time they are at the nursery so that when they leave almost all have reached the stage of learning and development that would be expected for their age and the majority have exceeded this.
- Disabled children and those with special educational needs related to social communication make accelerated progress in this area. They learn how to use signs and symbols to communicate so reducing their anxiety and enabling them to participate in activities with their peers in the nursery. They are fully included in the nursery activities and can pursue their interests as well as developing new skills, for example sharing transport in a truck and beginning to take turns in a group.
- Children show excellent personal and social development by playing well together. For example, they built a road together and discussed the speed at which cars would go along it, jumping over it as they developed the game through discussion. They explored a large variety of seeds and pulses with containers in a tray and explained why some will flow through a funnel and some will not by comparing size and shape. They extended play with these resources by colouring the white beans to add to the variety of colours, developing language and fine motor skills.
- Children work very well in large groups and are given excellent opportunities to contribute to activities and develop their understanding and vocabulary through signed and action songs. They participate fully in learning names of staff and visitors, finding out 'What's in the box?' and enjoying the significance of sharing each other's birthday celebrations. Puppets and toys are used well to develop children's empathy, skills to put on coats and prepare for a party.
- Small-group activities develop children's interpersonal and language skills very well, for example in trying new tastes and flavours and discussing where water, juice and milk come from. Children know that milk comes from cows and ask questions to extend their understanding of where water comes from.
- Their emergent writing skills are used well to record items in a shopping list for a party, record their names on paintings, and to explore mark making with a wide variety of media and different surfaces, for example paint, printing, water on paintbrushes, pens, whiteboards, waterproof material and finger and hand painting. They enjoy books, choosing from an excellent selection to read both within the classroom and to take home and share with parents and carers. They are beginning to identify initial sounds and recognise rhyme.
- Outdoor learning is highly valued by staff and children both in the excellent outdoor area, including large play equipment, and in the frequent use of the neighbouring park. These provide excellent opportunities for learning from real experiences of mud, leaves, trees and sky. Children make excellent progress in their physical development and develop a good understanding of the natural world and appreciation of wildlife and growing vegetables. Children explained that the willow branches kept the sun out and enjoyed imaginative play and storytelling in the variety of small spaces that are created by plants and structures in the outdoor area.

### The quality of teaching is outstanding

- Staff are experts in early years practice, using their knowledge of children's learning and development and their vast experience ensuring that no opportunity is missed to extend it. Staff engage exceptionally well with the children in a natural and supportive way that shows high levels of mutual respect and understanding. Bilingual staff use their skills very well to ensure

children understand, feel secure and learn new vocabulary in English.

- Every activity is planned and used skilfully by highly trained staff to promote learning in a range of areas. For example, children's interest in snails found in the garden is used well to explore other mini-beasts, discussing size, eating habits and using a book to find out more. Children also developed language about shape, size, colour, number and the contents from a range of boxes lids and objects, engaging in counting and guessing games and extending the activity from the introduction provided by the teacher.
- Children's own interests are developed, for example, by providing paper with their favourite things printed on it to stimulate mark making and emergent writing. Sometimes discussions about their work do not always allow children work out how well they are doing and comment on others' work. Classroom display is used effectively to provide meaningful links with home as children settle in, and the home visit is a key opportunity for staff to liaise with parents and carers so that all can be partners in the children's education.
- Children are provided with many different opportunities to make marks with paint, printing, pens, chalk and sticks, and imaginative creative opportunities with musical instruments and fabric and for dressing up. Sensory stimulus and interaction are used exceptionally well in small groups for children with social and communication difficulties, for example a moving light wheel and train in a spinning top focused children's attention and encouraged communication very effectively.
- Singing, signing and symbols are used frequently by staff to reinforce structure and routine and provide a key to prompt memory and develop vocabulary and understanding that is particularly effective for those children just beginning to learn English. This practice is developed and extended more specifically for those with social communication difficulties who have individual timetables, reinforcing the structure of learning, when activities start and finish and what will happen next.
- Staff are continually observing and assessing the children's progress which leads to professional discussions at the end of the session and recording of what has been seen so that the design of activities for the next day ensures that children make rapid progress in their learning. Over the year a wide range of activities is planned that extends children's experience of other cultures and involves families.

### **The behaviour and safety of pupils** are outstanding

- Children are totally engaged in their learning and the high expectation of behaviour and quality of relationships are modelled very well by all adults maintaining a calm and purposeful atmosphere at all times. They show persistence and concentration when learning and choosing activities. Disabled children and those with special educational needs are well supported in developing learning behaviour by adults in focused activities and by their peers, being included in games.
- Children demonstrated their understanding of how matches must be used to light candles safely, the meaning signs for putting coats on to go outside. They discuss how best to use the rope ladder and explain the reason for the chalk circle around the swing and how the timer is used for turn taking. They are very kind and considerate towards each other and any minor action that could possibly be conceived as unkind or as showing unwillingness to share is explained and dealt with well by staff and the children themselves.

### **The leadership and management** are outstanding

- Self-evaluation, based on secure and robust analysis of children's assessment data, ensures that development plans are clearly focused on areas that can be further improved. This, for example,

resulted in recent initiatives to improve children's knowledge of calculating and opportunities for creativity. Staff are continually encouraged to pursue education and training and to develop their skills so that experience and knowledge are shared and new ideas explored, and all staff say that there is 'always something new to learn'.

- Performance management processes are used rigorously to identify and support any underperformance and the nursery is aiming for all observed teaching to be outstanding at all times. Two leading foundation stage practitioners, recognised by the local authority and national award bodies, ensure that areas for development for other members of staff are clearly identified and the strong culture of professional discussion, exchange of ideas and coaching ensures that practice is continually improved.
  - The strong partnership with the local authority has enabled nursery staff to provide support for developing practice in private and voluntary settings as well as support for a new school. Regular reviews and reports from the local authority support the school in confirming its understanding of its strengths and weaknesses. The strong partnership with health and social care through the multi-agency work is very effective in supporting children with social communication difficulties.
  - Parents and carers speak highly of the nursery saying that their children 'love it' and are always happy to come. Those with disabled children and special educational needs are particularly appreciative of the expert support they are receiving. The deployment of the staff and expectations of engagement provide a seamless transition to the extended day care.
  - **The governance of the school:**
    - ensures that the school continues to improve by encouraging innovative practice and challenging the school by asking searching questions
    - monitors the work of the nursery very effectively by an excellently planned format of visits and discussions of what was found
    - uses its wide range of skills from other fields, for example, public service, business and finance, to excellent effect enabling the nursery to evaluate its work in its wider social context.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	102560
<b>Local authority</b>	Kingston upon Thames
<b>Inspection number</b>	400555

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

<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	108
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Christopher
<b>Headteacher</b>	Fiona Dearman
<b>Date of previous school inspection</b>	17–18 May 2010
<b>Telephone number</b>	020 83902555
<b>Fax number</b>	020 83990647
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