

Robert Owen Early Years Centre

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 100102 |
| Local Authority | Greenwich |
| Inspection number | 335487 |
| Inspection dates | 3–4 February 2010 |
| Reporting inspector | Margaret Coussins |

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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|--|--|
| Type of school | Nursery |
| School category | Maintained |
| Age range of pupils | 3–4 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 136 |
| Appropriate authority | The governing body |
| Chair | Laura Brown |
| Headteacher | Fiona Kemp |
| Date of previous school inspection | 2 February 2008 |
| School address | 43 Commerell Street Greenwich London SE10 0EA |
| Telephone number | 020 8858 0529 |
| Fax number | 020 8393 3572 |
| Email address | headteacher.robertowen.greenwich@lgfl.net |

| | |
|--------------------------|-------------------|
| Age group | 3–4 |
| Inspection dates | 3–4 February 2010 |
| Inspection number | 335487 |

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors. They spent over 40% of their time looking at a range of learning activities, observed 10 sessions and 5 teachers. Meetings were held with the headteacher, deputy headteacher, other staff, parents and the chair of the governing body. Inspectors observed the school's work, and looked at a range of documents including records of children's progress, the centre's improvement plan and self-evaluation document and procedures for safeguarding. Questionnaires from 73 parents and carers were received and analysed.

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

- how well the centre develops children's thinking skills to help them learn
- how well children's early reading and writing skills are developed
- how effectively the curriculum extends the learning of more-able children
- the impact of the work of leaders and managers in improving teaching.

Information about the school

Robert Owen is a designated children's centre catering for children from the age of three months to four years. The centre offers flexible, fully integrated care and education from 8.00am to 6.00pm for 48 weeks a year. It makes provision for its three- to four-year-olds in four nursery classes. Most children attend these classes for a morning or afternoon session and some take up the extended provision. A wide range of well-attended, extended services are offered to children and their families on a daily basis including a family learning programme, a baby and toddler drop-in group and a health visitor service. The governing body manages all aspects of the centre's provision. The children in the Nursery come from a wide range of ethnic backgrounds and a few are at the early stages of learning English. Around one quarter of the children in the nursery classes have special educational needs and/or disabilities. Their needs relate mainly to moderate learning and speech, language and communication difficulties. The centre has a Charter Mark for inclusion and a Healthy School award.

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

Children get an outstanding start to their school life at Robert Owen. The centre provides an extremely stimulating, caring and supportive environment where children thrive and develop an enthusiasm for learning under the highly effective direction and leadership of the headteacher. Parents and carers particularly value the personal attention that their children receive, which means they settle in very quickly to school life. One parent wrote, 'Parents are very much encouraged to join in with Nursery life and the home visits prior to beginning the Nursery were hugely beneficial to settling in at the centre.'

Staff ensure that activities are firmly based on children's interests and needs and there are always challenges to extend learning for children who are more able. As a result children make excellent progress. Children have great fun outside, whether sailing on the pirate ship or digging for treasure in the Forest School, as well as developing their physical skills well by being very active for much of their time. Teaching is outstanding as adults help to extend children's learning exceptionally well through listening to their views and asking challenging questions which help children think more deeply and extend their language skills. Children are given lots of opportunities to successfully develop early reading and writing skills. They learn letters and sounds very well in fun and active ways and develop a love of books from being read to frequently by adults.

Children's welfare is exceptionally well provided for so they feel very safe and secure at all times. One parent commented, 'We feel that our children's safety and well-being are paramount, both physically and emotionally. I am keen that my children are encouraged to take risks and extend themselves in these areas and this is always done in a safe environment.' Children's spiritual, moral, social and cultural development is outstanding. Children and their parents and carers are rightly proud of the 'profile' books that provide an ongoing record of the milestones in their achievement. Children chat with great pleasure and pride about the photographs and samples of work in these special books.

The centre's outstanding capacity for further improvement is evidenced by the many improvements since its previous inspection, when it was judged to be good. Notable improvement has been made in providing clear guidance to raise the quality of teaching to an outstanding level, which ensures that children's learning is of the highest quality. Rigorous and detailed monitoring and self-evaluation ensure an accurate understanding of strengths and areas for further improvement to enable leaders to do this. Leaders and managers constantly strive to reach out to all in the community and the appointment of an outreach worker to engage hard-to-reach families and groups is indicative of its aspirations. Many parents said that the centre is the real heart of the community. One wrote, 'Robert Owen is a happy, lovely place buzzing with fun and

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excitement; we all really appreciate it in our community.' The provision for the national and global aspects of community cohesion is less well developed.

What does the school need to do to improve further?

- Extend the successful work in promoting cohesion in the local community and build on these strengths to reach an understanding of the wider communities beyond the school, both nationally and globally.

Outcomes for individuals and groups of children

1

From entering the Nursery with skills, knowledge and understanding below those expected for their age, children achieve exceptionally well and reach levels well above those expected for their age by the time they move into their next schools. Children with moderate learning and speech, language and communication difficulties, more-able children and those learning English achieve equally well. This is because the school identifies their individual needs at a very early stage and provides extremely good levels of support. One parent wrote, 'The staff work hard with parents to establish the best care and education for each individual child.'

The work to gain the Healthy School award means that children learn to look after themselves very well from the start of their time in school. They are considerate, caring, very well behaved and play well together, which was demonstrated when one child stopped his own play to help his friend find a missing tyre to his car. Children develop good levels of concentration and a determination to succeed in whatever they do as well as the ability to think things out for themselves. For example, when making eye patches for their role play as pirates, children were encouraged to estimate and cut the length of string they would need to tie around their heads and, if not successful, to talk about what they could do differently next time. Children thoroughly enjoy life in the Nursery and parents recognise and appreciate this by bringing them to school regularly.

These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage

1

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

| 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 | |
| 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 | 1 |
| Taking into account: Children's attendance ¹ | 2 |
| The extent of children's spiritual, moral, social and cultural development | 1 |

How effective is the provision?

Staff are very skilled and knowledgeable and have an excellent understanding of how children of all ages develop and learn. In the babies' room and the classes for the up-to-three-year-olds, it was very evident that children were happy and well stimulated by their surroundings. The key person system works very effectively for all ages. Sessions are very well organised and resourced with a good variety and balance of activities led by adults and those where children can make their own choices. Inviting environments inside and in the outdoor areas encourage children to engage fully in activities that fire their imagination and creativity. Teamwork among the adults is very effective and contributes to excellent outcomes for the children. Planning includes continuous evaluation and review of what children have learned. Regular assessments give a very good picture of individual children's progress and the next steps in their learning. This ensures that activities meet each child's needs exceptionally well. The support for children and their families is of a high quality and one reason why children are very happy and make excellent progress.

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 |

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Please turn to the glossary for a description of the grades and inspection terms

| | |
|--|----------|
| The effectiveness of care, guidance and support | 1 |
|--|----------|

How effective are leadership and management?

The commitment and relentless drive of the headteacher and governors to ensure all children have the very best learning experiences has successfully improved the centre from good to outstanding. The consistency of approach of all staff in implementing their shared vision for the Nursery is an example of the effectiveness of leadership and management in embedding ambition and driving improvement. Across the team there is a dedication to removing barriers to learning and celebrating the achievements of children at every stage. As a result, the centre has a highly inclusive ethos, resulting in its Inclusion Charter Mark award, and all staff are diligent in ensuring equality of opportunity for all children and no discrimination. Safeguarding procedures are exemplary and parents and carers confirm that the school takes very good care of their children and that children feel very safe. The centre makes a very strong contribution to local community cohesion. It provides learning and support opportunities for staff and parents and carers and works actively to share, understand and celebrate cultural diversity. It has begun to expand national and global aspects ' for example, the centre is twinned with a nursery in Tobago ' but this work is still developing. Partnerships with other agencies and organisations are extensive and have an extremely positive impact on the children's learning and well-being.

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 | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 1 |

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Views of parents and carers

Almost all of the parents and carers who spoke to the inspectors and those who returned questionnaires agreed that they are happy with their children's experience at school and all felt that their children enjoy coming. One summed up the views of many with the comment, 'Robert Owen is a fantastic Nursery where my child is thriving and is always very happy.' Inspectors fully endorse the views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Robert Owen Early Years 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 inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 136 children registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 59 | 81 | 14 | 19 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 58 | 79 | 15 | 21 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 55 | 75 | 15 | 21 | 2 | 3 | 0 | 0 |
| My child is making enough progress at this school | 49 | 67 | 23 | 32 | 1 | 1 | 0 | 0 |
| The teaching is good at this school | 51 | 70 | 22 | 30 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 52 | 71 | 19 | 26 | 1 | 1 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 49 | 67 | 24 | 33 | 0 | 0 | 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) | 49 | 67 | 20 | 27 | 1 | 1 | 0 | 0 |
| The school meets my child's particular needs | 49 | 67 | 22 | 30 | 1 | 1 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 48 | 66 | 23 | 32 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 52 | 71 | 20 | 27 | 1 | 1 | 0 | 0 |
| The school is led and managed effectively | 59 | 81 | 14 | 19 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 61 | 84 | 11 | 15 | 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 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.



5 February 2010

Dear Children

Inspection of Robert Owen Early Years Centre, Greenwich, SE10 0EA

I am writing to thank you for the lovely warm welcome you gave to the inspectors when we visited your Nursery. One inspector was there for just a morning, but I was lucky enough to spend two whole days with you and what a lovely time I had. We came to see how well the Nursery is doing and how you are all getting on with your learning. This is what we found.

- Robert Owen is an excellent Nursery. You learn lots of interesting things and there are lots of exciting things to do inside and outside.
- Well done for helping each other and sharing so well. Your behaviour is fantastic and you are kind to each other and play well together. You know lots of things about being healthy and staying safe.
- The headteacher, all of the teachers and other adults look after you very, very well. Your mums, dads and carers think so too and they are very pleased with how well you are doing.
- Your teachers and all the adults work very hard to make sure you enjoy yourselves and have fun while you learn lots of exciting things. They listen to you really well and help you learn in lots of different ways.

Everyone works very hard to make the centre a place for all of you and your families to enjoy and learn. We agree with your headteacher that it would be good to get more people involved and to help you understand more about the way people live in other places in this country and in other countries.

Thank you for helping me and making my visit to your school so special.

Yours sincerely

Margaret Coussins

Lead inspector

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