

Surbiton Children's Centre Nursery

Inspection report

Unique Reference Number	102560
Local Authority	Kingston Upon Thames
Inspection number	286421
Inspection date	29 June 2007
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	Maintained
Age range of pupils	3-4
Gender of pupils	Mixed
Number on roll	105
School	
Appropriate authority	The governing body
Chair	Mr Andrew Christopher
Headteacher	Mrs Penny Walton
Date of previous school inspection	12 February 2001
School address	Alpha Road Surbiton KT5 8RS
Telephone number	020 8390 2555
Fax number	020 8399 0647

Age group	3-4
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The nursery is part of an early excellence centre together with a children and family services centre which is situated nearby. It offers extended day care places on site. Approximately three-quarters of the children attend part-time for either morning or afternoon sessions while the remainder attend for an extended day. About a quarter of the children have learning difficulties or disabilities (LDD) and about a fifth are learning English as an additional language, most of whom are at the early stages. The nursery has 10 designated places for children with significant social communication difficulties, usually linked with autism.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Surbiton Children's Centre Nursery is an outstanding school which gives children an excellent start to their education. Parents are overwhelmingly happy with what it offers their children. 'It's a fabulous nursery,' said one, 'the staff are professional, the facilities are fantastic and the atmosphere both caring and vibrant.' The headteacher leads the school with drive and dedication and is very ably supported by the deputy and the assistant headteacher. There is a very strong sense of team spirit amongst all the staff who provide the children with consistency and stability throughout the school day.

Children make excellent progress during their time at nursery. Their skills are broadly in line with expectations for their age when they enter the nursery, though a large proportion have LDD or are at the early stages of learning English. When they leave, most are above or well above expectations for children about to enter Reception classes, particularly in their personal, social and emotional development. Their achievement is outstanding across all areas of learning.

The children are very happy at the nursery and their personal development and well-being are outstanding. They thoroughly enjoy coming to school, although not all families ensure that their children attend as regularly as they could. The children are confident, curious and fascinated by the opportunities the school has to offer them. Their relationships with one another and with adults are excellent, and they are very well prepared and ready to move on to the Reception classes at their local primary schools.

The quality of the provision for the children is outstanding. As one parent commented, 'The standard of teaching is exceptional and the children are offered a huge variety of experiences which facilitate learning.' Children benefit from first-rate teaching in every class and enjoy a wealth of exciting and stimulating activities both indoors and outdoors. The school makes exceptionally good use of its grounds to give children an excellent environment for learning. Pastoral care is thoughtfully organised to ensure that children are safe and secure while they are at nursery. Very thorough and rigorous systems for observing, assessing and tracking children mean that work is very well planned to meet the needs of individuals and groups. Those children with LDD receive excellent adult support so that they are able to access the full range of activities the school has to offer.

What the school should do to improve further

- Improve the systems for following up and promoting good attendance with parents.

Achievement and standards

Grade: 1

Achievement and standards are outstanding. Standards in all the areas of learning are very high compared with expectations for children of this age and their progress is outstanding. Children's personal, social and emotional development is especially strong. They are settled, growing in independence and very ready to learn, and some have already reached the early learning goal in this area. Children's communication, language and literacy skills are developing very well thanks to the focused use of questioning by adults and the great variety of experiences the children have to talk about. There are many well structured opportunities for them to develop mathematical skills and so they make excellent progress in understanding shapes, measurements and numbers.

The extensive outdoor provision helps the children to make outstanding progress in their physical development as they build their confidence and refine their motor skills. The school has made very good use of its tracking data to identify areas to develop in writing and in knowledge and understanding of the world. As a result, they have put in place strategies which have been successful in improving children's early writing skills and their awareness of other cultures.

Personal development and well-being

Grade: 1

Children's personal development and well-being, including their spiritual, moral, social and cultural development, are excellent. The children feel secure and are keen to discover more about the world around them. Excellent adult interaction encourages the children to express and understand their feelings and emotions. This helps them to become independent and inquisitive learners. One parent aptly wrote, 'My son has flourished in this environment and his confidence has grown enormously.' The attendance of most children is satisfactory, although there are some families who, despite encouragement by the nursery, do not attend regularly.

The behaviour of the children in the nursery is exceptionally good and this means that they feel safe in their surroundings and confident in their dealings with others. They enjoy their healthy snacks and make the most of the superbly equipped outdoor area to be physically active. The children are developing a sense of themselves as members of their school community, for example by helping to tidy up after their activities and taking responsibility for having their snack. The nursery's success in developing the children's social skills and their basic literacy and numeracy skills means that they are very ready for their next step in their education.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning in all classes are excellent. There are real strengths in the teamwork between staff and their consistent, caring, yet challenging approach towards the children. All children are encouraged to do their best, and staff take advantage of every opportunity to develop children's vocabulary, their speaking and listening skills, and their interest in the world around them. Planning and preparation for each session are thoughtful and imaginative. Consequently children are constantly motivated and fascinated by what they learn. Looking at spiders and worms through a magnifying pot was a mesmerising experience for one group of children, for example, while another group were able to let their imaginations run riot creating a mural with sprays of paint.

Observations and assessments are meticulously carried out by staff and used very effectively to inform planning to meet the needs of individuals, particularly those with LDD. Children are very well involved in thinking about what they have learnt through the use of their own individual records or 'books of learning experiences'.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It is well-planned, stimulating and varied, with a focus on learning basic skills through practical, inspirational activities. This is why children achieve so well. As

one parent said, 'Our son has had the most enriching learning experiences supported by love, care and dedication from all the staff.'

Provision for children with LDD, particularly those attending the unit for children with social communication difficulties, is outstanding. Their individual needs are thoughtfully planned for, and there are many carefully structured opportunities for them to be included in the other classes. For example, during the inspection children from the unit were given the support they needed to enable them to take part happily and comfortably in a whole school singing session. Children at an early stage of learning English also receive outstanding support. A high priority is given in the curriculum to the development of speaking and extending the children's vocabulary, so that they achieve as well as their classmates.

Care, guidance and support

Grade: 1

The care, guidance and support for children are excellent. The nursery is safe and secure, and staff work very closely with parents to ensure their children's well-being. A significant strength of the nursery is the way it encourages all children to accept one another. One family commented, 'We have been particularly pleased at the inclusive approach to the children with social and communication difficulties, allowing our child to develop an awareness of the different strengths and needs of her peers.'

The health and safety of children is given proper attention by the nursery. Thorough risk assessments are carried out, both around the nursery and for when children go out on visits. Arrangements for safeguarding children are robust and all staff receive regular training in child protection issues. The school has very effective systems for assessing and recording learners' attainment and progress. Teachers make regular observations of what children know and can do, and of the activities which appeal to them most. This information is then very skilfully used to guide the planning of the next challenging step of each child's learning.

Leadership and management

Grade: 1

Leadership and management at all levels are outstanding. The headteacher has created a strong and united team who work together tirelessly for a common purpose. The headteacher, deputy and assistant headteacher share responsibility successfully, and recognise and develop the skills of other staff. They are proud of what the school has achieved, but are not complacent and are constantly striving for further improvement. The school's systems for self-evaluation are excellent and there is a clear sense of direction for the future. The governors provide first class support for the school and have a realistic understanding of its strengths and the areas it wants to develop. Partnerships with others are excellent, and the nursery provides outstanding support to families through its links with outside agencies. Improvement since the last inspection has been good, and thanks to the quality of the school's provision and of its leadership and management, it has an excellent capacity for even greater improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

9 July 2007

Dear Children

Inspection of Surbiton Children's Centre Nursery, Surbiton, KT5 8RS

It was lovely to meet you all when we visited your nursery. We really enjoyed talking to you and seeing everything you were doing. We agree with you and your mums and dads that the nursery is wonderful and we know that you have a great time there.

There are lots of fantastic things for you to do inside and outside, and all the grown-ups take very good care of you and help you to learn as well as you can. We think that you are all very kind to one another and are very good at doing what you are asked to do.

Your nursery is very well run and the teachers know how to make it even better in future. You can help by asking your mums and dads to make sure that you come to nursery every day except when you are ill.

Well done to you all and good luck in your new schools.

Jane Chesterfield Lead inspector