

Rye Park Nursery School

Inspection report

Unique Reference Number	117072
Local Authority	Hertfordshire
Inspection number	338943
Inspection dates	3–4 March 2010
Reporting inspector	Jo Curd

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.

Type of school	Nursery
School category	Community
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	95
Appropriate authority	The governing body
Chair	Neil Harvey
Headteacher	Kim Frazer
Date of previous school inspection	18 June 2007
School address	Walton Road Hoddesdon Hertfordshire
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Age group	3–4
Inspection dates	3–4 March 2010
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Registered childcare provision	Ryesings
Number of children on roll in the registered childcare provision	65
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. Forty five per cent of lesson time was spent looking at learning which included ten lessons and 24 staff. Inspectors observed the school's work, and looked at planning, assessments and monitoring documents. They met with staff, parents, carers and children and analysed 27 parental questionnaires.

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

- which aspects of learning, development and provision the school consider exemplary and whether these are sufficiently strong to support their judgement of outcomes and provision as outstanding
- how secure all safeguarding arrangements are and how well three issues linked with health and safety, raised in the last Ofsted report, have been addressed
- how well trained and competent all staff and governors are to fulfil their roles, including the monitoring of teaching, within the school centre's delegated and collegiate leadership.

Information about the school

This larger than average school centre has trebled in size and provision since its last Ofsted inspection. It comprises a Nursery School taking up to 60 children each morning and afternoon, a pre-school, Ryesings, which offers day care for up to 24 two and a half to five year old children from 9am until 3.30pm for 46 weeks a year and a number of groups for parents, carers and families. Nursery children can stay for lunch as part of Ryesings Day Care. In July 2009, the school centre became lead agency of Three Park Children's Centre. Children come from a wide range of families and a broad geographical area. Almost all are of White British heritage. A very small number of children have English as an additional language, predominantly Polish. A small number of children have special educational needs and/or disabilities, mainly linked with speech, language and communication difficulties.

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

All the children make huge strides in their learning and development at Rye Park Nursery School Centre. They are extremely well cared for and greatly enjoy a highly diverse range of very interesting, engaging activities which are carefully planned to meet their specific interests, experiences and needs. Staff and governors know the school centre extremely well and are justly proud of its very strong provision and outcomes. They correctly identify various elements of excellence which contribute to children's outstanding progress and welfare. These include provision for all, highly effective teamwork and very effective responses to detailed and rigorous monitoring.

Inclusion of all is a hallmark of the school. A governor voiced feelings of parents, staff and visitors when he commented on staff's, 'passion and drive to make a difference for all children and families'. This commitment is led and encouraged by the headteacher whose role-model is inspiring to adults and children alike. Children with special educational needs and/or disabilities make outstanding progress in their learning and development because arrangements are adapted to meet their particular needs so very well. The wide range of groups and activities at the school centre now provide opportunities for children to be involved from birth to the age of six. This, along with excellent partnerships with health visitors and speech therapists, helps with very early identification and support of a range of additional needs which contributes to outstanding welfare, learning and development of all.

Highly successful teamwork ensures that all aspects of provision and outcomes are monitored, evaluated and acted upon promptly and effectively. All key workers, including teachers and nursery nurses, have areas of leadership and responsibility, monitoring their particular areas, directing training and spending money to develop provision across the school. Ongoing training and strong support contributes to the very confident, effective way this is conducted. Senior managers rigorously monitor and evaluate this work ensuring that accuracy and value for money leads to positive outcomes for all the children. Very warm, positive and encouraging relationships pervade the school centre.

Improvements since the last Ofsted inspection have been outstanding. This shows the school's outstanding capacity for continued development. Although some aspects of safeguarding information are lengthy and unwieldy, staff are extremely well trained and procedures and policies are robust. The school centre is a very safe place for all. It continues to expand and develop. Extension to the buildings is planned to commence imminently. Staff are well aware of the need to develop their use of Ryesings garden to provide a greater range of activities outside. They are wisely considering this as part of overall building developments. The school centre is making a very strong and positive

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impact in the local area. Its diverse community is highly cohesive. However, the school centre's work on community cohesion at a national and international level is currently less well developed.

What does the school need to do to improve further?

- Develop analysis, planning and evaluation of the school centre's contribution to community cohesion at national and international levels.
 - Provide a greater range of activities outside at Ryesings.

Outcomes for individuals and groups of children

1

Children come to the school centre with a wide range of knowledge, skills and experience. By the time they join the Nursery, many have had links here for several years. This gives them a highly beneficial starting point in terms of familiarity, continuity and experience. It also enables any additional needs to be identified and supported as early as possible. When children start at the Nursery their knowledge, skills and understanding are broadly in line with expectations for their ages. Although their communication, language and literacy skills have historically been lower than this, early input through the speech and language therapist is having a marked impact on all the children and starting points in this area have risen.

Children all make excellent progress and leave the school with skills consistently above those usually found at this age, and extremely well prepared for later life and learning. This is largely because the school centre provides such rich well-tailored experiences, a warm positive environment, and effective support and guidance for parents and carers successfully equipping them to support their children at home. Children enjoy their time at the school centre greatly. As one parent said, 'Watching my daughter run with enthusiasm to her classroom door is all the proof I need of her happiness.' One example of extremely enjoyable and vibrant learning was when a group of children, with the help of their teacher, imaginatively created a 'bus' from chairs, tables and a steering wheel, planned and went on a trip to the seaside. They sang as they went, made and sold tickets, used early skills of writing and money and learned to cooperate, take turns and share together. Their smiling faces and laughter indicated how very much they all enjoyed this, whilst their skills and actions indicated extremely good progress.

The children develop an excellent sense of health and safety, playing energetically and vigorously, and even checking with staff that they have 'signed in' when starting in another room. Their views, interests and experiences help shape activities for themselves and others. Children's excellent contribution to their community also includes donating goods for harvest and Christmas and performing for the community in the local church. Attendance is good, even though some families still choose to take holidays in term time. Children's spiritual, moral, social and cultural development is excellent due to very good first-hand experiences, extremely warm relationships, teaching about diverse cultural celebrations and experiences and developing an excellent sense of right and wrong. The majority of children behave extremely well, some who find this more difficult

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receive consistent, effective and skilled support.

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	2
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?

Provision is outstanding because it is so closely tailored to children's interests, experiences and needs. The quality of teaching is excellent. It is rooted in the detailed knowledge that staff have of children, their families and the requirements of Early Years Foundation Stage learning. Assessments of children's development and interests are frequent and thorough. Staff, parents, carers and children all contribute to 'portfolios' outlining children's experiences, learning and development. These are used extremely well to highlight the next steps children need to make in their learning and clearly show how opportunities to meet these are planned and fulfilled. Resources are high quality, attractive and accessible.

Activities are very varied, interesting and relevant. Children enjoy being outside at Ryesings even though the range of activities provided here is fairly limited. These are enriched through other groups at the school centre and input from a range of other

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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professionals, including a speech therapist who is now employed as part of the school centre staff. All children and families are cared for, guided and supported extremely well. Staff have worked very sensitively, skilfully and successfully with some parents who were initially resistant to support and help. Very effective collaboration between staff in the Nursery and staff in Ryesings has contributed to the excellent way in which the needs of more vulnerable children and those who have special educational needs and/or disabilities are met.

These are the grades for the quality of provision

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

Distributed leadership works extremely well at the school centre because there is a strong commitment to ongoing professional development, all the staff are eager for the school centre to develop, and their work, including the quality of their teaching, is closely monitored by senior management. There is a climate of ambition and drive. Many staff speak very positively about the way they have developed at the centre, one voiced the experience of many when she said 'The school have given me opportunities and support to develop, I am doing more here than I ever imagined'.

Monitoring and evaluation lead to improvements and developments such as 'Rye Track' training courses for parents and carers and the employment of the speech therapist. The school centre has a very strong impact on the local community providing excellently for parents, carers and children aged nought to six years. Its contribution to wider community cohesion, including its analysis, planning and evaluation, is not quite so well developed. Because all the staff want all the children to do as well as they can and work so effectively towards this, equal opportunities are excellent and barriers to discrimination are greatly reduced.

Partnerships with other schools, colleges and other professionals are excellent. Health visitors strengthen the very effective links with parents and carers. Various professionals are involved in classes and courses to support and equip parents and carers. Although some documentation pertaining to safeguarding is cumbersome, training, policies and procedures are robust and the school centre is a very safe and secure place for all. The school centre is recognised as an asset by various other schools and colleges. It provides experience and training for pupils on work experience, trainee teachers and trainee headteachers. Governors are extremely supportive and provide a high level of

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constructive challenge to school leaders. Most visit the school centre regularly and have a very good knowledge of all that is happening there. They are particularly vigilant in ensuring excellent value for money and very strong outcomes for 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	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	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

Views of parents and carers

Parents and carers were unanimously positive in all their responses about the school centre. Their most positive responses were that their children were kept safe, that leadership and management were effective and that they were happy with their child's experience at the setting. These endorse inspection findings. In addition to the questionnaires, inspectors met with several parents and received written statements from parents and carers of children in Ryesings and other school centre groups. Each of these were also highly positive.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Rye Park 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 27 completed questionnaires by the end of the on-site inspection. In total, there are 95 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	89	3	11	0	0	0	0
The school keeps my child safe	26	96	1	4	0	0	0	0
The school informs me about my child's progress	22	81	5	19	0	0	0	0
My child is making enough progress at this school	17	63	10	37	0	0	0	0
The teaching is good at this school	24	89	3	11	0	0	0	0
The school helps me to support my child's learning	18	67	8	30	0	0	0	0
The school helps my child to have a healthy lifestyle	18	67	9	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)	18	67	8	30	0	0	0	0
The school meets my child's particular needs	21	78	6	22	0	0	0	0
The school deals effectively with unacceptable behaviour	18	67	9	33	0	0	0	0
The school takes account of my suggestions and concerns	19	70	7	26	0	0	0	0
The school is led and managed effectively	25	93	2	7	0	0	0	0
Overall, I am happy with my child's experience at this school	25	93	2	7	0	0	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.



4 March 2010

Dear Children

Inspection of Rye Park Nursery School, Hoddesdon, EN11 0LN

You may remember that I visited your school centre recently with another inspector. We were both pleased to meet and spend some time with many of you. I particularly enjoyed watching some of you create a bus journey to the seaside complete with driver, passengers, bus tickets and money. I also enjoyed watching children energetically balance and bounce balls on a parachute together.

I can see why so many of you love coming to Rye Park Nursery School and Ryesings. It was delightful seeing you coming in so very happily and confidently. We think your school centre is exceptional. You are all cared for and supported very well. The activities you do are very varied and interesting. It was good to see how well your interests, experiences and needs influence all the things that happen there. Teaching is excellent. Your teachers know you all very well, the rooms and garden are spacious and comfortable and you have many lovely things to play and work with. Although the garden in Ryesings is very big it is not always used in as many ways as it could be. This is something I have asked the school to improve.

Nearly all of you behave very well. Those of you who sometimes find this a bit difficult are helped to keep calm and sort out any little arguments you may have. The government now wants all schools to find out about, plan and consider what it does to bring people together in your area, in the country and in the world. Your school centre does a lot in the area near to you but has not thought so much about what it does elsewhere. This is something else we have asked your headteacher, staff and governors to develop to help make your excellent school centre even better!

With best wishes to you and your families.

Yours sincerely

Jo Curd

Lead inspector

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