

Ronald Openshaw Nursery School

Inspection report

Unique Reference Number	102703
Local Authority	Newham
Inspection number	308092
Inspection date	26 June 2008
Reporting inspector	Sue Vale

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	3-5
Gender of pupils	Mixed
Number on roll	
School	110
Appropriate authority	The governing body
Chair	Mr O Beckles
Headteacher	Mr G W Potrykus-Lupton
Date of previous school inspection	2 March 2005
School address	Henniker Road Stratford London E15 1JP
Telephone number	020 8534 6196
Fax number	020 8534 5600

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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the Nursery and investigated the following issues: how well children progress and the standards they reach, the accuracy of leaders' self-evaluation of the school, pupils' personal development and the care, guidance and support for pupils including record keeping and target setting. She gathered evidence from records of pupils' attainment, samples of pupils' work, observations of activities in and around the Nursery, meetings with staff, governors, and children and an analysis of more than 40 responses to the parents' questionnaire. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Ronald Openshaw Nursery is located in Newham, an area of significant economic deprivation. It takes children from a wide range of backgrounds and has children attending aged 2-5. For the purposes of this inspection the education of the children aged 3-5 was looked at. The numbers of families in the area sending their children to the school who are new to learning English is increasing - it is now almost two-thirds. There are 40 different languages spoken. Traveller's children attend the Nursery when they are in the area. A smaller than average number of pupils are identified with learning difficulties and disabilities. This is mainly in language acquisition and for some children physical disabilities. There is a higher than average number of children who are entitled to free school meals.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

During their time in the Nursery at Ronald Openshaw, children receive a good start to their education. The open, caring ethos extends a warm welcome to an increasingly diverse clientele, as more children now start at the Nursery with little or no English. As one mother commented, 'The Nursery feels like somewhere where the whole family is welcome and understood.' Parents and carers are genuinely happy with what the Nursery offers.

Most of the children begin Nursery with skills and abilities below those expected for children of their age, particularly in communication language and literacy and in their personal, social, emotional and physical development. Good teaching through staff's good insight into individuals' interests and abilities enables the children to gain in confidence and helps them to make good progress and to achieve well. This means that by the time they leave Nursery the majority of children are reaching standards expected for their age.

Teaching is good. The emphasis on providing an interesting and stimulating curriculum means that children want to participate and are eager to try out new activities. Support staff work well with those children with learning difficulties and disabilities and with those who are new to learning English. Children genuinely enjoy learning because teachers encourage them to make their own independent choices, such as choosing books and story sacks to take home to share with the rest of the family. They are pleased with their achievements and eager to share their new knowledge with adults.

Children's individual interests and learning are regularly observed and carefully noted in their records of achievement. These observations are shared with parents on a termly basis and form the basis for discussions with key workers. These observations are used effectively to support those children who need extra help and to develop their confidence and understanding. From the observations of what the children know and can do targets are set and used to help plan what the children will learn next. The Nursery has rightly identified that this is an area for development. They are currently refining target setting to make the tracking of individual children's progress easier to follow. There are plans to share these with the schools to which children will transfer to after Nursery, thus ensuring a smooth 'hand over' for children and families.

Children also take some responsibility for their own learning in deciding what constitutes a 'special' piece of work, which is kept in their 'special books.' The children understandably love these books. There are frequent opportunities when staff spend quality time with individual children reviewing their 'special books'. This has a very positive impact on developing not only individual children's self-esteem but more importantly confidence in their own abilities. It is this caring attitude that parents are particularly pleased with. One parent's comments sums up the views of many when she says, 'I am extremely happy with the genuine care that I have witnessed being given to my child and the other children in the Nursery.'

Equality of opportunity is paramount at the Nursery in order for children to achieve as well as they can. One outstanding example of this is the links, which the Nursery has forged, with the local travelling community. Children have been to visit the traveller's site and are currently involved in learning more through their participation in 'Gypsy Roma and Traveller month.' Travelling families appreciate this involvement.

Children's personal development and well-being are good. Children understand about a healthy lifestyle and have many opportunities for physical development. Children are interested and

keen to discover more about the world around them. They are very happy and keen to be at Nursery, although attendance amongst some families does not always reflect this. Children become independent and confident learners and they work and play together well. Many children show good levels of concentration for their age. This was seen when making 'chocolate cakes' out of sand, where a small group cooperated together very well until they felt that the cakes were ready.

The curriculum is broad and well planned with practical and engaging activities that allow children to learn through play. The free flow of movement between the inside and outside areas means that children widen their learning experiences and grow in confidence. Children really appreciate and enjoy their time in the garden, from developing their physical skills on the large climbing apparatus through to looking after the guinea pigs. Some areas of the outside area although used well are now becoming tired looking and in need of refurbishment. The Nursery has plans to address this when the new building works get under way.

Leadership and management are good. There is good teamwork amongst staff. They collaborate well and, along with the keen and supportive governing body, have a clear vision for the development of the Nursery particularly when the plans for the new extension start. The governing body have a good knowledge and understanding of the needs of the local community that the Nursery serves, and successfully act as a critical friend. The Nursery's view of itself is accurate and good progress has been made since the last inspection. The school's successful record of improvement shows that its capacity to improve further is good.

Effectiveness of the Foundation Stage

Grade: 2

As a nursery school, the Foundation Stage is completely covered in the Overall Effectiveness section.

What the school should do to improve further

- Refine the way that targets are set for children to achieve in order to ensure that the tracking of children's progress is more accessible to all.
- Review the outside areas to ensure that they are updated and as stimulating as the rest of the Nursery.

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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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
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	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

07 July 2008

Dear Children

Inspection of Ronald Openshaw Nursery School, London, E15 1JP

It was lovely to meet you and to spend time with some of you when I came to visit your nursery. I enjoyed joining you outside, meeting the guinea pigs and having lunch with you.

Ronald Openshaw Nursery is a good Nursery. There are lots of things, which you do well.

- You are very happy at your Nursery.
- You like learning lots of interesting new things, and you are eager to try new things.
- Your teachers plan good activities for you and help you to make good progress in your learning.
- You are looked after very well, and your parents believe that you are cared for very well.
- Your head teacher and the governors lead the Nursery well.

There are still some things that could be even better at your Nursery.

- I have asked the head teacher and teachers to look at the way that targets are set for you to achieve, so that it is easier to see the progress that you make.
- I have also asked the teachers and the Governing body to look at the outside areas to ensure that they are updated and as stimulating as the rest of the Nursery.

I hope that you continue to enjoy Nursery as much as you do and that you keep feeding the guinea pigs healthy food.

Yours sincerely

Sue Vale

Lead Inspector