

Rowland Hill Nursery School

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 102072 |
| Local Authority | Haringey |
| Inspection number | 335836 |
| Inspection dates | 11–12 May 2010 |
| Reporting inspector | Susan Vale |

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 | 0–5 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 80 |
| Appropriate authority | The governing body |
| Chair | Liz Santry |
| Headteacher | Julie Vaggers |
| Date of previous school inspection | 17 September 2007 |
| School address | White Hart Lane London N17 7LT |
| Telephone number | 020 88086089 |
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| | |
|--------------------------|----------------|
| Age group | 0–5 |
| Inspection dates | 11–12 May 2010 |
| Inspection number | 335836 |

**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. The inspectors spent most of the time looking at learning. They visited eight lessons, and saw all staff teaching in both the Nursery and the provision for children aged 0'3. They held meetings with the Chair of the Governing Body, staff, and talked to both children and parents. They observed the Nursery's and extended day care's work, and looked at assessments of the progress of individuals and different groups of children, and records of the centre's own observations of lessons. They examined planning and other documentation, along with 67 questionnaires from parents and carers of children aged 0-5.

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

- how effectively children's progress and development are assessed and used to help move them on to the next steps in their learning, particularly for vulnerable children
- the safeguarding procedures and checks to ensure the safety of the children the provision of the extended day care and the way younger children work with older children in their key worker groups.

Information about the school

Rowland Hill Nursery and Children's Centre draws its children from a diverse range of cultural and social backgrounds. The majority of children are from minority ethnic groups and 22 languages are represented. Currently, the predominant groups are children with Black African, Caribbean or other Black heritage. Over half are at an early stage of learning English.' About a third of children have special educational needs and/or disabilities: the main needs identified are communication and language difficulties or delay, autism, and severe physical difficulties. A higher than usual proportion of children start or leave the Nursery midway through the school year. Rowland Hill offers a range of services to parents and carers and the wider community in partnership with other agencies to fulfil its role as a children's centre. This includes before- and after-school care for children. The school has won a large number of awards in recent years, including a Schools Achievement Award and an International 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?

2

The school's capacity for sustained improvement

2

Main findings

Parents are overwhelmingly in agreement that the care, guidance and support their children receive at Rowland Hill Nursery and Children's Centre is outstanding. The inspection findings support this view. As a result, children feel extremely secure, make good progress in their learning, are very happy and thoroughly enjoy being at the centre.

The centre's own assessments, supported by the evidence seen during the inspection, show that the children begin at the centre with skills and abilities that are well below those levels expected for their age, particularly in communication, language and literacy. On occasions, some adults miss opportunities to extend and promote children's language development by asking them questions that extend their learning. The centre is aware of this and is working as part of the national initiative 'Every child a talker' to ensure that there is effective support in developing this area of children's learning. Good teaching, with some outstanding elements, and a good insight into individuals' interests and abilities, enables the children to rapidly gain in confidence and try out new things, which helps them to make good progress. Outstanding equality of opportunities and integration ensure that there is equally good provision for children with special educational needs and/or disabilities and for the large numbers who are new to learning English. Outstanding support for families, parents and carers and excellent links with a range of outside agencies and early intervention by the centre, also enhance children's progress.

The curriculum offers wide and varied activities catering for the needs and interests of a wide range of abilities. Children make decisions for themselves, for example, about which type of swing they would like out that day. This encourages them to become independent learners. One area of the curriculum that is not as widely developed as others is that of information and communication technology (ICT). While there are opportunities for children to use computers and other technical equipment, this is an area for improvement.

Parents, carers and their families are actively encouraged to be part of the learning process. Children's individual portfolios showing the activities they do and the progress they make are a strong shared link between home and school. As a consequence of this, children's self-esteem and confidence are enhanced. This provides them with a strong foundation for the next stage of their education as children progress well towards the goals expected of them in both their academic and personal development.

' The good leadership by both the senior leadership team and governors is based on a clear vision for the development of the centre and there is very good teamwork from all

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who work within it. Self-evaluation is accurate and there are clear areas such as the newly acquired link site which the centre wants to develop further to support the needs of the local community. This, along with the good progress made since the previous inspection, good teaching and the good progress that children make, shows that there is good capacity for continuous improvement.

What does the school need to do to improve further?

- Ensure that all staff adhere to the current focus of 'Every child a talker' by:
 - asking open-ended questions and responding to children's comments in order to extend their understanding and use of language
 - always modelling rich conversations to encourage reflective and purposeful dialogue with all children
 - by extending and enhancing their vocabulary.
- Further develop children's learning through the use of ICT by:
 - increasing resources to support independent learning in this area of the curriculum
 - developing problem solving skills and allowing children to make technological decisions for themselves

Outcomes for individuals and groups of children**2**

Children achieve well, in the case of older ones from starting points that are well below those expected for their age. By the end of their time in the centre, the attainment of the majority of children is in line with what is expected for their age. This represents good progress. Progress made since the last inspection in developing and supporting children's mathematical development is also good. The large numbers of children who are new to learning English and the high percentage of those identified with special educational needs and/or disabilities make equally good progress from their starting points. The wonderful outdoor facilities really encourage children's physical development; consequently children achieve particularly well in this area, as seen for example by the four year old who when first starting at the centre was unable to walk because of physical problems and can now attempt to run from one activity to another. 'Staff act on children's individual interests and as a result there are several activities available for children to develop these further, such as planting seeds and developing the community garden, or setting out the home corner into a dressing up area to get ready for a party. This involves children from the youngest to the oldest. The mixed age key worker groups mean that all children learn and play together well, showing respect for each other and developing a real understanding of cooperation. This was seen for example, in the excellent way that healthy lifestyles are encouraged, when a mixed age group were cooking pizza and making up their own combinations of toppings. Children are well behaved and play with and alongside each other well. This is particularly noticeable when they are outside on the bikes, taking turns and giving each other lifts.

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On the odd occasion where there is some conflict staff deal with the situation well explaining what is and is not acceptable behaviour.

' The younger children make equally good progress. The youngest have a quiet area to sleep in and some of the older children avail themselves of these facilities as well. The good integration of all children and the free flow of movement between all areas in the centre enable the younger children to make rapid progress in their personal, social and emotional development as they mix with the older ones. Children really enjoy being at the centre and are very keen to learn and try out new experiences. The spiritual, moral, social and cultural development of children is outstanding. Children are interested in the world around them and many are eager to try out new experiences which broaden their knowledge and understanding. They engage effectively with their friends from different backgrounds and are developing an understanding of right and wrong.

These are the grades for children's outcomes

| | |
|-------------------------------------------------------------------------------------------------------------|----------|
| Outcomes for children in the Early Years Foundation Stage | 2 |
| Children's achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: Children's attainment ¹ | 2 |
| The quality of children's learning and their progress | 3 |
| The quality of learning for children with special educational needs and/or disabilities and their progress | 2 |
| The extent to which children feel safe | 2 |
| Children's behaviour | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| 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 | 2 |
| Taking into account: Children's attendance ¹ | 3 |
| The extent of children's spiritual, moral, social and cultural development | 1 |

How effective is the provision?

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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Teaching is good and there are some excellent examples of really good observations and assessments which track the children's progress and feed into planning. Children's own interests and needs are clearly taken into account when planning an interesting and creative curriculum. Great enjoyment was had by a number of children and adults in watching chicks hatch. There was a sense of real care and concern for their welfare and some children concentrated for a very long time watching the chicks emerge. Good teaching ensured that there were appropriate books alongside the newly hatched chicks so that staff could enhance children's knowledge and understanding of what was happening. The setting has rightly identified the need to develop the use of ICT by the children further. At the time of the inspection there were only three computers available for children to develop their skills and knowledge and understanding of this area of the curriculum. While digital cameras and microscopes have recently been purchased the children do not have regular access to them as yet. Care, guidance and support are outstanding. The setting is very inclusive and opportunities are open to all children regardless of their specific needs or abilities. Integration is outstanding as one parent commented, 'My son has a slight language delay; school has dealt with it very professionally by identifying it, starting necessary support and following up the process. He is now a chatter box in two languages!'

These are the grades for the quality of provision

| | |
|-------------------------------------------------------------------------------------------------------------------|----------|
| The quality of provision in the Early Years Foundation Stage | 2 |
| The quality of teaching | 2 |
| Taking into account: The use of assessment to support learning | 2 |
| The extent to which the curriculum meets children's needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 1 |

How effective are leadership and management?

The Nursery and children's centre is well led and managed. The senior leadership are a highly effective team who work well together.' The setting places the promotion of equality of opportunity at the heart of all its work and this results in the children making the good progress they do in their learning. Outstanding links with external agencies support the school's commitment to a 'holistic' approach to developing all aspects of children's learning and personal development and support for families.

The governors are fully supportive and aware of the strengths and areas for development. Safeguarding procedures meet all requirements and risk assessments for the safety of the children both on site and when they go out on visits and trips are regularly and efficiently carried out. The outstanding relationship between home and school begins when the staff first visit children's homes before they start to attend the centre. This first-hand knowledge is used well to engage children in learning from the

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moment they first start. It is also used well to support differing family needs.

' The centre has a strong and effective commitment to ensuring that all children have equal opportunity to thrive and that there is no discrimination. It uses its considerable knowledge of each child's individual needs and interests extremely well to secure this. The centre has forged strong links with the local community and both celebrates and values the wide and varied cultures and countries that the children come from. Parents and carers sharing skills days are an example of how effectively the centre engages with families. The newly acquired link site is an example of how leaders and managers are striving to meet the needs of the community and to follow up requests from parents and carers. The impact of their work is felt strongly within the school and there are effective plans to continue to engage with a range of community groups beyond the setting and reach out further into the community. There are excellent links between the children and people living in nearby sheltered accommodation. The newly developing community garden enhances these links and is an excellent example of forging them between different community groups.

These are the grades for leadership and management

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| The effectiveness of leadership and management in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| 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 | 1 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Views of parents and carers

A large proportion of parents responded to the questionnaire and all said that they are very happy with what the Nursery and the children's centre provides and the education their child receives. However very few wrote any comments; those that did were

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complimentary about the care, guidance and support their children receive.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 67 aged 0-5 completed questionnaires by the end of the on-site inspection. In total, there are 80 three- to five-year-olds and 21 children up to three years old registered at the school.

Ofsted invited all the registered parents and carers of children registered at Rowland Hill Children's 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.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 55 | 82 | 11 | 16 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 38 | 57 | 27 | 40 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 39 | 58 | 26 | 39 | 2 | 3 | 0 | 0 |
| My child is making enough progress at this school | 39 | 58 | 26 | 39 | 2 | 3 | 0 | 0 |
| The teaching is good at this school | 38 | 57 | 27 | 40 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 33 | 49 | 30 | 45 | 1 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 23 | 34 | 39 | 58 | 2 | 3 | 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) | 22 | 33 | 36 | 54 | 3 | 4 | 0 | 0 |
| The school meets my child's particular needs | 27 | 40 | 39 | 58 | 0 | 0 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 22 | 33 | 42 | 63 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 24 | 36 | 39 | 58 | 3 | 4 | 0 | 0 |
| The school is led and managed effectively | 26 | 39 | 37 | 55 | 3 | 4 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 34 | 51 | 32 | 48 | 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

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---------------------------------------------------------|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 51 | 45 | 0 | 4 |
| Primary schools | 6 | 41 | 42 | 10 |
| Secondary schools | 8 | 34 | 44 | 14 |
| Sixth forms | 10 | 37 | 50 | 3 |
| Special schools | 32 | 38 | 25 | 5 |
| Pupil referral units | 12 | 43 | 31 | 14 |
| All schools | 9 | 40 | 40 | 10 |

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



12 May 2010

Dear Children

Inspection of Rowland Hill Nursery and Children's Centre

It was lovely to meet so many of you when I came to visit you. I enjoyed sharing lunch with you. How are the chicks' Have any more of them hatched yet' I hope that you are looking after them carefully. The centre provides a good start to your education. There are many things which you do well.

- You are very happy and like coming to your centre. You obviously enjoy learning there.
- There are many interesting things for you to have a go at. It was lovely to see so many of you planting seeds, and cooking and climbing on the climbing frame.
- You really enjoy playing outside. Some of you ride the bikes very well.
- Your teachers look after you very well and arrange many different activities for you to try out.
- You receive excellent care during your time at the centre.
- The links between home and the centre and the support your families receive are outstanding.

You are fortunate that there are so many activities going on at the centre that you and your families and carers can all share and join in.

I have asked the teachers to look at the way some of them ask you questions in order to help you learn even more. I have also asked everyone to try and improve the resources and the way you use ICT so that you can learn more about technology.

Yours sincerely

Sue Vale

Lead inspector

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