

Inspection of a school judged outstanding for overall effectiveness before September 2024: Pound Park Nursery School

Pound Park Road, Charlton, London SE7 8AF

Inspection date:

5 November 2024

Outcome

Pound Park Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Children are happy, safe and excited about learning at Pound Park Nursery School. Staff do their very best for each child. The school has children at the heart of all its decisions, exemplified by the values of 'my child is your child'. From the moment children arrive at the school, staff are determined that learning time is used well. Children achieve well and are extremely well prepared for their next stage of learning. Parents and carers are highly positive about the care and learning that the school provides.

Children develop strong relationships with adults and one another. Children who are still developing their language skills are fully included in play activities. They show consistently high levels of respect for their peers, staff and visitors. Children are polite and well mannered. They know the importance of sharing and taking turns. At the woodwork activity, for example, children wait patiently to access the equipment they need.

Children enjoy their time outdoors and trips out of school. For example, they visit a local woodland area regularly. They have many opportunities to develop new interests, for instance yoga, pottery and cooking. All this helps to broaden children's horizons.

What does the school do well and what does it need to do better?

The school has well-established routines. This supports the busy and industrious, yet purposeful, learning environment. Children, including two-year-olds, learn how to be kind and helpful. Children join in activities enthusiastically and listen attentively with their friends. They understand the importance of looking after equipment such as when helping to tidy toys away. Even the youngest children, who are new to the setting, rapidly learn the key skills to listen and enthusiastically participate in learning. The behaviour of

children is excellent. Supportive conversations and gentle reminders are used to teach children how to regulate and talk about how they are feeling or why something has happened. Children quickly learn what is expected of them and rise to these high expectations.

The curriculum is ambitious and ensures that children are ready for their transition to reception years. Staff are clear about how each aspect of learning should be broken down so that it is easily understood and remembered by children. The school has ensured that staff have the training and experience they need to be experts in promoting children's development in all areas of learning. Staff know how to give children the time to think for themselves and develop independence.

The school works in partnership with external agencies well. Specialists help to establish the most suitable support for children with additional needs. All children access the full curriculum. Staff ensure that the learning environment is right for all children. They create and deliver bespoke learning plans where these are needed. As a result, children, including those with special educational needs and/or disabilities, achieve exceptionally well.

Children's early communication and language skills are given the highest priority. Children are immersed in stories, songs and rhymes. Staff expertly listen to children as they talk and take every opportunity to extend their vocabulary. For example, children practise key words while learning about 'mini beasts' in the school garden. Books are carefully selected to introduce new words. There are numerous occasions for children to use the mathematics words they are learning.

The school promotes and supports a range of exciting opportunities to widen children's development. Children show high levels of resilience during their everyday play. Children are encouraged by staff to manage risks and stay safe. For example, children challenge themselves to climb obstacles in the outdoor area and use many resources safely such as woodwork tools, cooking utensils and scissors. Staff teach children about diversity and different ways of life. For instance, they celebrate a range of festivals and cultural events with children throughout the year. This helps children feel valued and respect their similarities and differences. Children develop high levels of sustained concentration and independence, which prepares them well for their next steps in school.

Leaders, including the governing body, use their expertise to provide the school with highly effective support and challenge. The actions taken have sustained the high achievements of the children at the school. Governors consistently seek out support and focus on providing outstanding education and exemplary support for the pupils, parents and staff. The school has developed a culture of learning among staff where children come first. Professional development is highly regarded and purposeful. As a result, staff have the experience and knowledge to be highly effective practitioners. Staff feel valued, their well-being and workload considered and are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the third ungraded inspection since we judged the school to be outstanding for overall effectiveness in September 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100098
Local authority	Greenwich
Inspection number	10345624
Type of school	Nursery
School category	Community
Age range of pupils	2 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair of governing body	Nick Edwards
Headteacher	Solin Flash
Website	www.poundparknursery.co.uk
Date of previous inspection	10 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not use alternative provision.
- The school's provision includes early education for children aged two- to four-years-old.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.'
- The inspectors reviewed a range of documentation on the school's website.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around

safeguarding that puts children's interests first.

- The inspectors held meetings with the headteacher, the deputy headteacher, the special educational needs coordinator, curriculum leaders, members of the governing body and a representative of the local authority.
- Inspectors considered responses to Ofsted's online survey Ofsted Parent View and the free-text responses received during the inspection. The lead inspector considered the responses to Ofsted's staff survey.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Ann Pratt

Ofsted Inspector

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