

27 September 2018

Ms Jackie Marsh
Executive Headteacher
Curzon Crescent Nursery School
Curzon Crescent
London
NW10 9SD

Dear Ms Marsh

Short inspection of Curzon Crescent Nursery School

Following my visit to the school on 18 September 2018, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in October 2014.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Based on the evidence gathered during this short inspection, I am of the opinion that the school has demonstrated strong practice and marked improvement in specific areas. This may indicate that the school has improved significantly overall. Therefore, I am recommending that the school's next inspection be a section 5 inspection.

Leaders want the best outcomes for all children, including those who have special educational needs (SEN) and/or disabilities, or are disadvantaged. Well-planned home visits begin good working relationships between parents, carers and staff. These help leaders to identify children's starting points and plan for their induction. Families who need additional support are helped at the earliest possible stage.

Leaders are determined to help disadvantaged children catch up with their peers. They use the early years pupil premium to assist this work. Leaders plan activities to meet the particular needs of small groups and individuals. These include visits to places of interest and speech and language activities. This targeted approach ensures that differences between the outcomes of disadvantaged pupils and other pupils are reduced.

Leaders have well-established policies, procedures and routines, which staff appreciate. Leaders expect staff to undertake their own training and give many opportunities for them to do so. They also expect staff to share their learning and their expertise. Staff supporting and challenging one another to improve is a firmly established practice.

Governors have an accurate understanding of the partnership between the school and the children's centre. They use the information provided by leaders to support and challenge. They expect and receive regular, detailed reports about children's progress and outcomes. However, the reports do not identify in a clear way the information relating to your school as opposed to the partnership.

Safeguarding is effective.

Safeguarding practice and procedures are well led and managed. Staff receive regular safeguarding training which meets statutory and welfare requirements. Staff know what to do if they are concerned about a child. They fulfil this responsibility within the school and as part of their planning for home visits.

The school is a safe environment for learning. Risk assessments are in place for activities and equipment usage as well as for visits both locally and further afield. Leaders ensure that daily checks inside and outside maintain a safe and secure place for children to learn.

Leaders make sure that checks are carried out on visitors, and visitors are reminded of their obligations for keeping children safe and the policy about no mobile phone usage.

Children learn how to keep themselves safe moving around the school, using climbing equipment and handling food and utensils. Visits provide children with further opportunities to learn about personal safety, including road safety and awareness of strangers.

Governors have a thorough knowledge of safeguarding. They ensure that appropriate reviews of recruitment records are carried out and receive regular reports on safeguarding matters.

Inspection findings

- At the start of the inspection, we agreed to focus on three aspects which you believed demonstrated improvements. The first aspect was a recommendation from the last inspection. It considered how leaders made sure that children learned to express themselves in conversation about their learning.
- I observed learning in lessons for all age groups. I spoke to children, parents and staff. I also looked at the environment to find opportunities for developing conversation skills.
- At the water tray, I observed a role-play activity where children were introduced to new vocabulary and encouraged to use complete sentences in their conversation. In the outdoor area, children used different materials, including sand and conkers, to develop their mathematical language.
- Parents say that their children's language and their confidence have improved during their time in the nursery, a view which I support.

- Our next focus was on how leaders have developed the partnership with parents to promote and share high expectations of children's learning.
- Leaders make sure that parents are involved in their children's learning at an early stage. The children's centre partner runs literacy and mathematics workshops for parents. The high attendance rates show how motivated parents are to support their children's learning.
- The phased start to school further builds the relationship between home and school. Initially, parents are encouraged to stay with their children, reading with them and joining in with the welcome songs at the start of the session. They appreciate the lengths staff go to, to ensure that these activities are interesting and of value.
- Parents with older children who have started school say that their children were very well prepared for their Reception Year. This is due largely to the work done by staff and leaders at the nursery, and my findings support this.
- Our third focus was on how leaders develop mathematical awareness to improve children's outcomes. We agreed this because you have decided it is an area for improvement.
- Baseline results show a much lower level of mathematical development than for other areas of learning. However, when children leave the school, there are no differences in their outcomes in literacy and mathematical development. Nevertheless, you and your leaders have decided to prioritise this area so that you can further strengthen the provision.
- Staff told me that training in mathematics has improved their confidence in teaching. I observed staff introducing mathematics into their activities, including counting, matching and measuring. They use the language of mathematics and encourage children to use and pronounce words correctly. However, they do not always extend the vocabulary choices or reinforce children's understanding.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- mathematics teaching includes the development and extension of mathematical language
- information about children's learning outcomes is presented in a clear way.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Brent. This letter will be published on the Ofsted website.

Yours sincerely

Jane Moon
Her Majesty's Inspector

Information about the inspection

At the start of the inspection, we agreed three lines of enquiry to exemplify your self-evaluation of the school's performance. I held meetings with senior leaders, the chair of governors, the designated safeguarding leads and staff. I met with a representative from the local authority. I walked the site with leaders to review safeguarding and health and safety arrangements. I observed learning in lessons with leaders. I looked at a small number of learning journeys and discussed these with leaders. I met with the SEN coordinator and looked at a small number of plans for children who have SEN and/or disabilities. I met with 17 parents and spoke to children during the learning walks and at lunchtime. I considered the 24 responses to the staff survey and the 10 responses to Ofsted's free-text service for parents. I also read the school's own survey results from parents and children. I read reports submitted to the governing body and a report provided by the school's improvement partner.