

Assessment for reaccreditation

School name and postcode:	Chelsea Open Air Nursery SW3 5JE
Assessment date:	May 2 nd , 2024
School Head Teacher:	Talia Robinson (currently on maternity leave)
School More Able Coordinator:	Alex Kelly (Acting Headteacher)
NACE Lead Assessor:	Barbara Firth

School context

- Chelsea Open Air Nursery is located in the London Borough of Kensington and Chelsea and caters for children from the age of 3.
- Although most children transfer to local primary schools, an increasing number of parents are choosing to keep their children at COAN for the Reception year.
- The profile of the children is very diverse both ethnically and economically. Approximately 50% of the children have English as an additional language and 8% of the children are identified as disadvantaged.
- Achievement is high. Children make excellent progress across the setting and leave the Nursery well-prepared for their chosen primary school. Progress is particularly exceptional in speech and language and communication and independent skills.
- The Nursery was last inspected in September 2019 when it was judged as outstanding. Current self-evaluation, supported by a Local Authority external review confirms that the school continues to be outstanding.
- The school first achieved the Challenge Award in July 2021.

Progress towards previously identified key action points.

Good progress has been made against all of the action points identified at the previous accreditation.

- **Sustain the high achievement demonstrated over time through identifying and responding to any regression post Covid.**
Achievement is high and progress is excellent across the setting. Currently, the Nursery is experiencing an increased intake of rising 3-year-olds, including children who are not at the developmental stage for their age. This is particularly evident with language development and social skills. In response, staff are constantly reviewing their curriculum to ensure it is appropriate and inclusive for all children including for those that are identified as more able.
- **Review the more able policy and practice in light of the new Early Years framework to ensure that more able children continue to flourish.**
Up to date legislation and policy are reflected in planning. The school continues to provide a rich and diverse learning experience which encourages and allows all children, including the more able, to flourish.
- **Continue to develop opportunities for staff to share and grow their good and effective practice with regards to providing for more able learners with schools both in the locality and beyond.**

Links with other settings are growing and are creating new opportunities for the children including in music and reading. The school continues to champion provision for the more able in wider meetings with local primary schools and settings.

- **Consider how the IT skills developed during lockdown can be harnessed to support home learning and independent study for more able learners.**

This continues to be an area for further development and there are plans to build upon the resources that already support children's learning and understanding of the world.

- **Re-establish and develop further the opportunities for parents to be involved in the setting for example, supporting with picture diaries.**

Communication with parents is very positive and the school continues to offer a good range of opportunities for parents to contribute to their children's learning experience both in school and at home. The school plans to develop this further.

Summary of strengths for provision and outcomes

- The school's vision 'Open Hearts and Open Minds' succinctly describes the aspiration and ethos of this outstanding Nursery school. Leaders are outward looking and reflective. They have created an ethos of high expectations and are passionate about seeking out and celebrating all children's achievements and strengths including those of the more able and talented.
- The children are enthusiastic about their learning and kind and friendly to each other and the staff. The Local Authority review noted that 'Children show high levels of confidence and resilience, and characteristics of effective learning are evident throughout the Nursery.'
- Provision for more able children is at the heart of the school. It is very ably led by the school's well-informed and passionate more able leader who works closely with all staff to ensure that the provision is the best it can be.
- Policy documentation is robust, shared with governors and parents and owned by all staff. The link governor ensures that governors are kept informed about the school's more able provision.
- Identification criteria is clear and inclusive and reflects the practice observed across the school. Talent is nurtured as well as academic and social development. Identification is ongoing and carried out by all staff. The use of 'The Starry Night Protocol' as one of the identification strategies is age appropriate and ensures that all aspects of a child's fascinations and strengths are considered including 'one off' spectacular behaviour.
- Identification and provision for those pupils who are exceptionally able or have multi-exceptionality are highly effective. These children have personalised profiles and individual plans.
- The robust assessment and tracking of the progress children make ensure that all staff have a detailed knowledge of the abilities of all children. More able children are set three individual targets, one of which is related language and communication development. They are shared with parents and routinely monitored. Any concerns are picked up quickly and acted upon in a timely and effective manner through personalised interventions.
- Well-being and safety have a high priority but do not get in the way of children being able to take risks when playing and learning. For example, children were observed climbing and rolling a tyre in the outdoor classroom and using proper cutlery to cut the pasta dough they had made into strips, whilst preparing their lunch in a cookery class. This was a particularly exciting activity in which children take turns to be part of. It exposes them to cooking food from fresh ingredients; introduces them to a range of different tastes and promotes excellent social interaction because every child has a turn to contribute to the process.
- Transition into and across the school is robust and children transferring into primary provision are well-supported. The school enjoys good and developing links with local primary schools.

- The school delivers a progressive, enriched, broad and balanced age-appropriate curriculum. There is a good emphasis on developing the 'whole' child and 'risk taking'. Subject focused fortnights further enhance learning. For example, currently it is 'Science Fortnight'. Children were observed enthusiastically carrying out science experiments. They were exposed to scientific language and encouraged to predict and think critically. When asked, they could talk about what they had discovered about magnets and push and pull. One child said, 'We have been doing experiments, when you push it goes away and when you pull it comes back.'
- 'Gathering Time,' when all the children meet together, is a particularly effective and inclusive approach. It provides an opportunity for the children to reflect on and share with their peers what they have been learning. Children are invited to demonstrate their learning in front of their peers which helps develop resilience and confirm that it is okay to make mistakes. Older children are well prepared for when they go onto primary school and have to take part in large group assemblies.
- The school promotes 'A love of reading' through the daily 'Listening Groups' in which children are taught age appropriate phonics and exposed to good quality reading. The use of well-chosen props and resources further supports children's learning and development.
- The school's case study focused on how recounting and then 'acting out' their narratives helps the children to take risks in their story telling and to share their thinking. Utilising the approach of 'Helicopter Stories' has encouraged all children and in particular the more able to develop their play and imagination and take responsibility in directing and working collaboratively with their peers.
- All pupils benefit from philosophy sessions and Forest School. Enrichment activities provide rich learning opportunities and memorable moments and include music and drama workshops, dancing, yoga, poetry, gardening and 'Little Kickers.' In addition, the school has regular visitors including poets and musicians and children visit for example the local Fire Station, Battersea Zoo and the Physic Garden.
- The school is a reflective learning community. All staff, including those new to the profession and the school receive good quality and regular professional development. In consequence, staff demonstrate a good understanding of classroom pedagogy for meeting the needs of the more able pupil.
- The Student Voice is strong. There are numerous opportunities for children to demonstrate and develop good leadership skills including being on the Student Council; raising money for charity; having a say about what 'learning themes' will be chosen; leading 'tidying up' and snack times.
- Parents are highly positive about the school and appreciate the opportunities provided for them to work alongside their children through various workshops and, for example, volunteering to read to the children or be a maths games helper. The school's 'Home Loan System' encourages children to enjoy books, games, science activities and puzzles at home and supports and promotes quality time with their parents.
- Governors are kept informed about the NACE Challenge Award and what it means to the school. The leaders of the school have developed effective and robust self-evaluation and monitoring procedures and are eager to continue to develop their provision. Equally, they listen to pupils and their parents and respond to observations and ideas in a constructive and reflective manner.

Summary of strengths for teaching and learning

Free flow and adult directed group work were observed during the assessment.

- Adults are reflective, and enthusiastic and have high expectations for both learning behaviour and learner independence.
- Children's folders confirmed the exceptional range of learning opportunities and experiences that are provided, and demonstrated the excellent progress that children make across the setting.

- Adults give clear explanations and provide challenge through a range of activities and strategies including asking probing questions, giving 'thinking time' and encouraging children to take risks and make predictions.
- Staff use an excellent range of well-chosen resources to engage, promote and make learning enjoyable.
- When collaboration was central to the learning process, children were observed learning effectively together, including when engaging with their peers or when in a group.
- Support staff provide effectively for those pupils that need extra support, including those that are multi-exceptional.
- Behaviour for learning is excellent. Children were observed being consistently positively engaged in and enjoying their learning because staff have high expectations and provide an excellent range of activities for them to choose from.

Areas for development

- Further strengthen the school's policy and widen the identification net by removing the 10% limit. Publish the policy on the school's website.
- Continue to build on the findings of the case study by, for example, supporting the children in making props to enrich their story telling and using technology to film each other acting out their stories.
- Ensure that all staff have access to the NACE website and are encouraged to use the resources available to further develop their understanding of the more able agenda.

Key issues *(key action points to be included on the school's Key Issues Matrix)*

- Continue to share the school's good practice and develop partnerships with other establishments and organisations to promote COAN as the lead school for the more able locally and for EYFS settings.
- Continue to strengthen the monitoring and develop the engagement of the governors in the more able agenda, especially those new to the role.
- Further explore how IT can be utilised to support more able children.
- Continue to review and adapt the curriculum to meet the changing needs of the school population.
- Continue to enhance further the good relationships the school currently enjoys especially with the parents of more able children.

Challenge check-in due: October 2025

Next reaccreditation application deadline: May 2027

**School wishes to be assessed for Challenge Award Ambassador status
at next reaccreditation:** tbc

NACE Lead Assessor signature:

