

# Inspection of an outstanding school: Randolph Beresford Early Years Centre

Australia Road, White City, London W12 7PH

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Inspection date:

21 February 2024

## **Outcome**

Randolph Beresford Early Years Centre continues to be an outstanding school.

## **What is it like to attend this school?**

This school has high ambitions for children. The school accurately identifies any gaps in children's knowledge, skills or experience. The curriculum, teaching and environment are used to address these effectively. For example, the school is aware that there is limited access to natural outdoor spaces locally. As a result, a forest school facility was created within the school grounds to provide children with a space to learn about and explore nature. Children take part in many educational visits. These include visits to local shops, train stations and building sites.

The school places high priority on safeguarding children's welfare. If safeguarding concerns arise, they are dealt with swiftly and robustly. Children are safe here, and they feel safe.

Staff greet children with genuine enthusiasm and care when they arrive at school. Typically, children arrive eager and happy to start their school day. School staff take the time to get to know children well when they join. The school engages effectively with parents and carers to find out about children's likes, dislikes and needs. Staff and parents work together to help children learn the school's routines and expectations. Children settle quickly and happily. They treat each other with kindness and behave responsibly.

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

The curriculum is ambitious and in line with the requirements of the early years foundation stage statutory framework. The school makes use of current and relevant research about how children learn. This helps them decide what to teach and how and when to teach it. The school focuses on finding out what children know and can do when they join the school. This information is used extremely effectively to decide the small steps children need to master in order to be ready for the Reception Year and beyond. Children with special educational needs and/or disabilities (SEND) benefit from effective adaptations to help them learn the curriculum well. A range of therapists and

psychologists provide training for teaching staff and support for children and their families. As a result, children who may have SEND are identified swiftly.

Teaching focuses on the important knowledge and skills the school wants children to know and remember. The school provides frequent and connected opportunities for children to recap previously learned content and embed new ideas. For example, children sing songs such as 'Ten Green Bottles', using props and their fingers to help them count. Later, children are required to find their correct shoe size before putting on wellington boots to go outside.

The school utilises every opportunity to develop language and communication. Teaching models appropriate language and vocabulary in all interactions with children. Children are taught to listen carefully, repeat and respond appropriately. Children love listening to stories and regularly join in with stories and rhymes. This provides a strong foundation to prepare children for when they begin to learn to read. The governing body and leaders communicate regularly with staff on issues that may impact on workload. Staff appreciate opportunities to share their views.

The provision for personal, social and emotional development is strong. The curriculum includes regular opportunities for children to build confidence, resilience and independence. For example, in the school's forest school provision, children are asked to share opinions about the safest way to get across or around natural physical obstacles. Children are encouraged to do things for themselves. For example, at lunchtime, children regularly serve themselves or others and wipe tables after eating. This includes some younger children. Children are taught important information about safety and how to be healthy. This includes age-appropriate information about parts of the body that should be kept private. Children are taught what to say if they do not like something. If disagreements occur, children are shown how to resolve these. Learning is not interrupted by disruptive behaviour. The school provides information to parents about the importance of regular attendance. If absence is a concern, the school works collaboratively with parents to find solutions so that it improves.

## **Safeguarding**

The arrangements for safeguarding are effective.

## Background

When we have judged a school to be outstanding, we will then normally go into the school about once every four years to confirm that the school remains outstanding. 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 would now receive a higher or lower grade, then the next inspection will be a graded inspection, which 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 second ungraded inspection since we judged the school to be outstanding in December 2013.

## 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

<b>Unique reference number</b>	100315
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10313879
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	1 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	128
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Alexandra Redpath
<b>Headteacher</b>	Michele Barrett (Executive Headteacher)
<b>Website</b>	<a href="http://www.randolphberesfordeyc.org.uk">www.randolphberesfordeyc.org.uk</a>
<b>Date of previous inspection</b>	7 November 2018, under section 8 of the Education Act 2005

## Information about this school

- There is childcare provision on the school site, which is managed by the governing body. This provision is registered on Ofsted's Early Years Register.
- The school is federated with Vanessa Nursery School, located at 14 Cathnor Road, London W12 9JA. The executive headteacher leads both schools.
- The school does not use alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement 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 held meetings with the executive headteacher, centre managers and other senior leaders. Inspectors also spoke with representatives of the governing body and a representative of the local authority.

- Inspectors carried out deep dives in these areas: communication and language; understanding the world; and personal, social and emotional development. For each deep dive, inspectors held discussions about the curriculum, observed learning indoors and outdoors, spoke to teachers, spoke to some children about their learning and looked at samples of children's work.
- 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 pupils' interests first.
- Inspectors reviewed staff's and parents' responses to Ofsted's online surveys. An inspector also spoke with some parents at the start of the school day.

### **Inspection team**

Andrea Bedeau, lead inspector

His Majesty's Inspector

Karen Kent

His Majesty's Inspector

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