

Tachbrook Nursery School

Inspection report

Unique Reference Number	101104
Local Authority	Westminster
Inspection number	376509
Inspection dates	16–17 November 2011
Reporting inspector	Angela Konarzewski

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	60
Appropriate authority	The governing body
Chair	Reverend Margaret Legg
Headteacher	Tess Robson
Date of previous school inspection	3 March 2009
School address	Aylesford Street London SW1V 3RT
Telephone number	020 7641 8725
Fax number	020 7641 8726
Email address	office@tachbrooknursery.co.uk

Age group	3–5
Inspection date(s)	16–17 November 2011
Inspection number	376509

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by two additional inspectors. During the inspection seven lessons, involving six teachers and nursery nurses, were observed. Discussions were held with staff, members of the governing body and children. Inspectors observed the school's work and looked at documentation, including the school improvement plan, policies, records of achievement and the provision made for those children identified as having special educational needs and/or disabilities. In addition, questionnaires were analysed from 35 parents and carers and from 16 members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of procedures for assessing children's progress across the school, including that of children who speak English as an additional language and children who have special educational needs and/or disabilities, and how these procedures inform planning for future learning.
- The quality of provision in teaching and the curriculum and their impact on children's learning.
- The quality of provision for care, guidance and support and its impact on children's welfare.
- The quality of leadership and management of the setting.

Information about the school

The school is situated on a Peabody Estate in Westminster. It is ethnically and linguistically diverse. A higher than average proportion of children are learning English as an additional language. The proportion of children known to be eligible for free school meals is also higher than average. The number of children attending with special educational needs and/or disabilities is broadly in line with the national average. Twenty children attend all day, usually in the term before they move to their next school. The other 40 attend either the morning or the afternoon sessions.

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?

1

The school's capacity for sustained improvement

1

Main findings

Children are very happy learning and playing together at Tachbrook Nursery School because they are exceptionally well cared for, and the range of activities provided for them strongly promotes their engagement. They maintain high levels of concentration and perseverance, both inside, in two very well-organised classrooms, and out of doors in the superbly well-resourced garden. Behaviour throughout the Nursery is excellent and children from a wide variety of backgrounds and cultures get on very well together and learn to respect each other's differences. Children develop outstanding personal qualities because adults have high expectations of them and teach them to be independent, to make decisions and to take responsibility.

All of the teaching seen was at least good and the majority of it was outstanding. Teachers plan in great detail, tailoring activities to children's individual needs and interests so that learning is personalised. Consequently, all children make excellent gains in their learning, including those with special educational needs and/or disabilities, and those for whom English is an additional language. The rich and varied curriculum provides children with high quality, open-ended opportunities to develop spiritually, morally, socially and culturally.

All adults, including parents, contribute to the high quality portfolios of children's work. Detailed observation notes, together with a wide range of colour photographs and samples of children's work, provide a thorough and attractively presented record about each child. Information from these is used to provide a clear picture of the rapid steps in progress made by individual children across each of the areas of learning from when they first start. Children are well prepared for the next stage in their education through highly effective transition arrangements, including trying on uniforms and visiting their new school more than once if anxious.

The headteacher is a very experienced early years practitioner who has well-informed views about the nature and quality of education provided for children in the Nursery, based on research. Her vision and drive have enthused all staff over a long period of time so that there is a united sense of purpose and very high morale. Parents are unanimously supportive, as is the governing body which has a comprehensive understanding about the excellent practice promoted in the Nursery. Managers are aware that there is scope for more detailed analysis and evaluation of the impact of provision on children's progress so that activities can be tailored even more precisely to the needs of individuals and groups.

The school promotes community cohesion well within the setting and locally,

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

ensuring that children have a good understanding of other cultures represented in the school and in the local community. Highly effective self-evaluation and efficient resource management, including the management of finances, ensure that the school has excellent capacity to improve.

What does the school need to do to improve further?

- Develop the analysis and evaluation of the impact of provision on the progress of all children so that work can be precisely tailored to the needs of individuals and groups.

Outcomes for individuals and groups of children

1

One parent, echoing the views of many, wrote, 'I am very happy with my child's experience and the contribution the Nursery makes towards meeting her developmental goals, her independence, imagination and her quality of life.' Children enter the Nursery with attainment levels that are below national expectations overall. They make excellent progress across all areas of learning, because of high quality teaching and outstanding provision for their welfare needs. Most are reaching and many are exceeding age-related expectations by the time they leave, especially in speaking and listening, and in physical and creative development. Children with English as an additional language and those with special educational needs and/or disabilities also benefit from targeted interventions to meet their individual needs, including support from a range of outside agencies.

Across the Nursery, exceptional practice in building stories with children has been developed. In one example, a nursery nurse used her excellent skills to incorporate children's ideas into a story they wanted her to make up about a 'goody' dragon, a 'baddy' dragon, a queen and a lion. Children developed their imaginations and vocabulary through being encouraged to contribute to the story, including sound effects. One child engrossed in the story suggested, 'The baddy dragon puts the queen on his back and takes her away to his den.' The nursery nurse expertly wove this into the suspense of the story which was finally resolved when the goody dragon rescued the queen and took her home. Such stories also reinforce children's moral understanding of right and wrong as well as accelerating their progress in speaking and listening. Children make good progress in reading and writing so that they attain in line with national expectations by the end of their time in Nursery.

In this secure environment, children grow in confidence and maturity and develop very positive relationships with both their peers and with adults. They are taught to assess risk exceptionally well and how to manage their safety in risky situations, for example, when they make and light a bonfire and when they create models using saws, hammers and nails. Children develop an excellent understanding of how to live a healthy lifestyle and they are taught to wash their hands regularly to prevent the spread of infection. They enjoy appetising lunches in family-style groups with adults

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

at each table. They learn about healthy eating and drinking, and develop good manners and conversation skills. Children enjoy taking responsibility and older ones successfully help new children to settle into the Nursery. Attendance is above average although some families take holidays during term-time, especially those with families abroad. Children apply their basic skills very well and their spiritual, moral, social and cultural development is excellent.

These are the grades for children’s outcomes

Outcomes for children in the Early Years Foundation Stage	1
Children’s achievement and the extent to which they enjoy their learning	1
Taking into account:	
Children’s attainment ¹	2
The quality of children’s learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
The extent to which children feel safe	1
Children’s behaviour	1
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	2
The extent to which children develop skills that will contribute to their future economic well-being	2
Taking into account:	
Children’s attendance ¹	2
The extent of children’s spiritual, moral, social and cultural development	1

How effective is the provision?

The high quality of teaching in the Nursery ensures that children do very well, whatever their starting points. The spectacular environment of the garden provides these inner-city children with a safe, open-air oasis of calm where they learn about the natural world, about life and living things and where they have opportunities to write, draw and measure. Children independently don a waterproof playsuit, colour-coded by size, and wellington boots that are similarly colour-coded, before they venture beyond the canopied, surfaced area of the garden. They enjoy developing their physical skills by climbing, running, swinging, and playing hide-and-seek among the raised beds where flowers and vegetables grow, trees in the ‘forest’ area, canopies, gazebos and wooden climbing frames. The garden also provides excellent opportunities for spiritual development; for example, when rare goldfinches come to feed at the bird table, staff encourage children to reflect on the natural world.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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

The curriculum is further enriched by trips, including: a trip in the lift to the top floor of the building where they can view the garden from the balcony; trips to the local shops to buy cooking ingredients; trips to museums and art galleries to view a single artefact or painting; river trips and extended walks to learn about London.

Computers are not available for the children to use, as senior leaders focus on promoting children’s speaking and listening skills and their physical development in the garden. Other information and communication technology equipment is available, including digital cameras, voice recorders and CD players for music and stories. The Nursery is very well organised and everything has ‘a home’ so that children can access equipment independently, as well as know where to put it back at tidy-up time. All children are known as individuals, enabling staff to provide excellent quality care for each child.

These are the grades for the quality of provision

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

How effective are leadership and management?

Senior leaders monitor and evaluate children’s individual progress in detail and well-focused planning is based on children’s needs. Leaders’ vision for the school’s development is shared very clearly with all staff. Teaching is also rigorously monitored and evaluated by leaders so that there is consistency of excellent practice across the setting. Governors have good levels of insight into the work of the school and they share the headteacher’s passion for prioritising children’s individual needs. Parents and carers, without exception, speak very highly of the Nursery and are extremely well informed about all aspects of their own children’s achievement, well-being and development. Staff are committed to promoting equality of opportunity, enabling all children to succeed.

The school takes a leading role in a range of partnership activities, including the professional development of staff in other settings. There are also strong partnerships with external specialists, particularly those required to support children with special educational needs and/or disabilities. The school adopts recommended good practice in relation to safeguarding, and integrates teaching about safety into the curriculum so that pupils have a robust understanding of how to keep themselves and others safe. The school contributes well to community cohesion; children develop a good understanding of different faith and ethnic groups.

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

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
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	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

As one parent put it, ‘This is an outstanding nursery and, as a parent, I feel privileged for my child to be attending here.’ All parents and carers who responded to the questionnaires indicated that they are extremely happy with the education and support provided for their children. No negative comments were received by the inspection team, either in conversation with parents and carers, or through the questionnaires. Pupils who arrive in the setting requiring support quickly learn to copy the exemplary behaviour of their peers.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of children registered at Tachbrook Nursery School 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.

The inspection team received 35 completed questionnaires by the end of the on-site inspection. In total, there are 60 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	80	7	20	0	0	0	0
The school keeps my child safe	26	74	9	26	0	0	0	0
The school informs me about my child’s progress	24	69	10	29	0	0	0	0
My child is making enough progress at this school	21	60	13	37	0	0	0	0
The teaching is good at this school	26	74	9	26	0	0	0	0
The school helps me to support my child’s learning	24	69	11	31	0	0	0	0
The school helps my child to have a healthy lifestyle	22	63	12	34	0	0	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)	28	80	6	17	0	0	0	0
The school meets my child’s particular needs	28	80	6	17	0	0	0	0
The school deals effectively with unacceptable behaviour	25	71	7	20	1	3	0	0
The school takes account of my suggestions and concerns	25	71	8	23	0	0	0	0
The school is led and managed effectively	30	86	4	11	0	0	0	0
Overall, I am happy with my child’s experience at this school	30	86	5	14	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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 are for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.

18 November 2011

Dear Children



Inspection of Tachbrook Nursery School, London SW1V 3RT

Thank you very much for making me and my colleague so welcome when we came to visit your school. We found out all sorts of interesting things. Here are some of them.

- Your school is an outstanding one where staff look after you exceptionally well and so you feel very safe and happy and your behaviour is excellent.
- You make excellent progress in your learning, especially in speaking and listening and in physical and creative development, and in your personal qualities, because of excellent teaching and the strong focus on your individual needs.
- You look after one another, paying attention to your own and each other's safety, and being very kind to one another.
- Your teachers and other staff provide you with lots of interesting activities to help you learn very well and ensure that you enjoy yourselves, especially in your wonderful garden area.
- You enjoy helping staff to build adventurous stories and so you develop your speaking and listening skills to a very high standard.
- Your parents are extremely pleased with the quality of education and care you receive and they work in partnership with the school to support you with your learning.
- We have asked senior leaders and governors to look more closely at the progress made by different groups of children, using the excellent information they already have about your individual progress, to see whether they need to make any adjustments to their plans.

We wish you all the best for the future.

Yours sincerely

Angela Konarzewski
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**