

McMillan Nursery School

Unique reference number	102365
Local authority	Hillingdon
Inspection number	376707
Inspection dates	10–11 May 2012
Lead inspector	Jacqueline Marshall

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Christine Glazebrook
Headteacher	Ludmila Morris
Date of previous school inspection	9 February 2009
School address	Judge Heath Lane Hayes Middlesex UB3 2PD
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Age group	3–4
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Introduction

Inspection team

Jacqueline Marshall

Additional inspector

This inspection was carried out with two days' notice. The inspector observed teaching and learning in 21 lessons and part sessions, taught by three teachers and several early years practitioners, amounting to approximately six hours in total. For almost all of the sessions, the inspector was accompanied by either the headteacher or one of the deputy headteachers. She held meetings with staff, school leaders and representatives of the governing body. The inspector took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at the school's documentation: policies, including those relating to safeguarding, data on children's progress, attendance figures and the school's development planning. The inspector evaluated 48 questionnaires received from parents and carers.

Information about the school

This is larger than the average-sized nursery school. The children come from predominantly White British, Black African and Pakistani backgrounds; others are from a range of ethnic backgrounds. There are 20 spoken languages. An above average proportion of children are learning to speak English as an additional language, most of which join speaking little or no English. The proportion of children who are disabled or who have special educational needs and the proportion of children supported by school action plus or with a statement of special educational needs is average, comprising a range of needs, including speech and language and behavioural difficulties.

The centre provides free nursery education places for children aged three to four years. In addition it provides 18 childcare places for children under three years and an additional 12 places for children who are three to four years. The centre runs breakfast and tea-time clubs as part of its childcare provision. The children's centre, of which the nursery school is part, provides a range of community services. This provision has been inspected separately.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. Senior leaders, members of the governing body and staff successfully drive lasting enhancements to the quality of the school’s work. They ensure the school continues to improve strongly and meets ambitious targets. Since the previous inspection, provision for childcare has improved considerably and governors have become very effective at supporting and challenging the school in every aspect of its work.
- From starting points that are generally well below those expected for their age, all children’s achievement is outstanding. Children make rapid and sustained progress as they move through the nursery, especially in their language skills and their personal development.
- Teaching is outstanding. The school has excellent systems to check the progress individual children make. Teachers and early years practitioners use the information to match tasks very accurately to children’s learning needs and set appropriately challenging activities. Staff interact extremely well with children in their play and follow up on their particular interests, providing an outstanding curriculum.
- Children thoroughly enjoy coming to the nursery. They are very safe and well looked after. Children behave outstandingly well because adults make their expectations consistently clear and provide excellent role models. As a result of the school’s particularly effective focus on children’s spiritual, moral, social and cultural development they learn to consider and respect others. They challenge themselves to try new things, knowing that adults will always be there to help, and increasingly do this independently.
- Leadership and management are outstanding. Very effective leadership of teaching and monitoring of staff performance have secured improvements to teaching in the childcare provision and maintained children’s excellent achievement. While leaders have been successful in raising attendance they are keen to ensure all children are able to benefit regularly from all the school has to offer.

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What does the school need to do to improve further?

- Improve attendance by working directly with the families of the very small number of children who are too often absent and promote the importance of good attendance to all children, parents and carers.

Main report

Achievement of pupils

Children respond with remarkable concentration and perseverance to the interesting and engaging tasks that are extremely well matched to their abilities. They talk eagerly about what they have learnt and about what strategies they might need to solve the problems they face. For example, a group of children investigated shapes and number while they sorted coloured shapes, illuminated through a light box. They used a dice to determine how many shapes to choose and their properties as a result of excellent quality interventions by an adult. Following the dice being lost, several agreed this should not stop the game and independently decided to solve this problem by making their own dice. They discussed what they would need to make the right shape, and what properties it would need to make it into a dice. The next day, they continued and succeeded in making the dice which they and other groups then used to play the game. They are very clear about what they are learning, and share their ideas very willingly.

Children in both the nursery and the childcare provision achieve extremely well academically. Attainment by the time children leave to join primary school is in line with expected levels in all areas of learning. Over time, children make outstanding progress from starting points that are very low as they enter, especially in communication, language and literacy. This demonstrates the substantial gains they have made in narrowing the gap with their peers nationally. Because of the strong focus on developing their speaking and listening skills, children, including those at an early stage of learning to speak English as an additional language and those with speech and language difficulties, make excellent gains in their literacy skills. The school ensures that different groups and individuals, such as those who are disabled and those with special educational needs, are particularly well targeted. They learn exceptionally well in small groups and working one to one with staff because the work is very closely matched to their needs, for example in highly successful sessions which develop children's attention and listening skills. Those children whose attendance is lower than their peers make rapid progress while they are in school because of the exceptionally good quality of provision on offer and the very thorough systems in place to regularly check on their progress. Consequently, inspectors agree with parents and carers who overwhelmingly agreed that children make very good progress.

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Quality of teaching

Teaching is outstanding. Parents and carers rightly believe their children are taught well. Staff provide a very calm, welcoming environment. Therefore, children leave their parents and carers happily, quickly find a friend and get busy. Staff plan extremely well to promote children's spiritual, moral, social and cultural development. They are highly skilled at using every moment as a learning opportunity. For example, adults use every chance to extend children's speaking, including for those attending the childcare provision, which enables them to develop children's social skills. Children staying for breakfast, lunch or tea, discuss the menu and their preferences as well as the benefits on their bodies and health of a balanced diet, and are encouraged to try different foods.

Staff have an outstanding understanding of how young children learn, and plan varied, well-resourced activities, carefully orchestrated within the excellent curriculum, that sustain children's interest throughout the day. Adults actively play alongside groups of children to model activities, engage children and move their learning forward. This was the case when a teacher effectively developed children's literacy skills as they searched for hidden treasure. Maps of the setting were used to discuss children's routes and describe various features. The Early Years practitioner very skilfully ensured that children were able to demonstrate their grasp of, for example, the vocabulary of position. Children looked up and down as they searched for the treasure chest. The teacher modelled as she reinforced the words for those less secure in their understanding or at the early stages of learning English while introducing more complex phrases for the more able. Adults regularly ask open-ended questions that challenge children and encourage them to think more deeply. Similarly when learning is best, adults have a very good overview of when children choose to work independently or with friends, stopping to provide encouragement or to pose a question that extends their learning even further. For example, a child picking up a broken branch led to a discussion about how plants grow and an investigation into the different sizes, shapes and colours of flowers in the extensive nursery gardens.

Children are constantly encouraged from an early age to develop their language skills whether during story time, the very popular music sessions or as they play. Reading is promoted extremely well. Through highly successful activities, such as Somali story time, children's individual cultures are regularly celebrated while providing first-hand experiences of different cultures for others. Teaching regularly promotes the children's spiritual, moral, cultural and social development. During the inspection, children were encouraged to recognise and sound out letters in their names and simple words. Labels and picture clues are to be found everywhere and help children develop their understanding that text conveys a meaning, for example as they chose their own equipment or fruit during snack time. Very good use is made of assessment to extend children's learning further as they are encouraged to use the skills they learn in linking letters to the sounds they make as they write independently. Every opportunity is used to practise and consolidate these skills both outdoors as well as in the classrooms.

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Assessments are extremely thorough, ongoing and are regularly summarised in children's profiles then discussed with families when targets are shared. Highly effective planning meetings allow staff to use assessment exceptionally well to inform long-term planning, as well as to plan activities for the next day. These enable them to build on children's own interests as well as quickly make any necessary changes and amendments to activities to maximise learning opportunities.

Behaviour and safety of pupils

The school's particularly positive promotion of pupils' spiritual, moral, social and cultural development is a key factor in children's exemplary behaviour. Those children being specifically supported in their behavioural development respond very well to the excellent support of adults working with them, achieving as well as their peers and rarely disrupting learning for themselves or others. Children have extremely positive attitudes to learning, get on exceptionally well together and show considerable support for one another, regardless of age, gender or ethnicity. The centre's effective efforts to support the whole school community are evident in many ways. For example, its work with families who might otherwise find it difficult to access education is evident in rising attendance. An action plan to raise attendance is already bearing fruit with targets exceeded, though the school is keen to improve on this still further.

Children newly arrived at the school promptly learn its expectations for behaviour and settle quickly. Incidences of any types of bullying, such as name-calling, are rare. A very large majority of parents and carers commented positively on how well the centre deals with behaviour. All responding to the questionnaire, as well as those questioned during the inspection, agreed that behaviour is excellent. Children told the inspector that they get on really well with one another. They were observed picking up other children's work from the floor as well as praising others for 'good listening' or commenting 'that's really good sitting, well done'. Children's understanding of how to stay safe is particularly good. This is demonstrated well by the enthusiasm and knowledge children show as they make excellent use of the extensive outdoor learning environment and activities planned to enable them to take risks safely. For example, children under close supervision had a go on a rope swing while others mastered the high beam challenge, progressing from crawling across the suspended beam to walking unaided, because of the excellent guidance they received from their teacher. Not only are they aware of their own safety but also take care of younger children as they play and learn together.

Leadership and management

Excellent leadership has been a key factor in maintaining the school's effectiveness and their third outstanding inspection judgement. The headteacher and other senior leaders have a very clear vision, high aspirations and a particularly strong focus on teamwork and staff's professional development. This has helped to secure necessary improvements and sustained children's outstanding achievement since the last

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inspection. Relative weaknesses in provision have been tackled rapidly and, increasingly childcare provision matches the excellent quality of that seen in the nursery. The headteacher has ensured that leaders at different levels, as well as the governing body, are making an increasingly strong contribution to evaluating the school's work and making improvements.

Leaders, managers and members of the governing body are highly effective in ensuring that the arrangements to keep children safe are rigorous and robust and that statutory requirements are met. Working closely with the children's centre, leaders promote equality of opportunity especially well, ensuring that all children, whatever their backgrounds or needs, make outstanding progress. Children from all backgrounds get on really well together, because discrimination is not tolerated.

The outstanding curriculum is constantly adjusted and developed to reflect the interests of the children and takes excellent account of the diversity of their backgrounds with children's own cultures valued and celebrated. Staff are particularly skilled at threading every area of learning into the activities they plan and never miss a chance to capitalise on a learning opportunity. Spiritual, moral, social and cultural development is promoted exceptionally well. Staff work hard, and very successfully, to encourage cooperation, teach right from wrong, provide opportunities for awe and wonder and promote a cohesive learning community.

The Early Years Foundation Stage delivered in the registered childcare provision

- The registered childcare provision is excellent. Parents and carers really value the care and support that staff in the centre provide, ensuring that children are very well prepared for moving on to the nursery and to primary school.
- Children progress particularly well because of the increasingly wide range of activities on offer to develop their skills and understanding in all areas of learning. During their time here they feel safe and secure and develop a very good understanding of how to keep healthy and safe themselves. They develop particularly well from their low starting points because of the consistent focus on their personal, social and emotional development, their communication, language and literacy skills, and their physical development.
- Provision for children's learning and development is outstanding. Children flourish because of the high levels of care that staff provide. Previous weaknesses in how the Under 3s staff used assessment to plan well-matched activities for children that engage and interest them and stretch their academic learning have been tackled. This aspect of the provision is now very much improved.

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- As a result of the very clear leadership of the childcare leader and other senior leaders there is a strong team ethos and a very clear focus on staff training and development. All areas of learning in the curriculum are now effectively planned and as a result children achieve extremely well.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage for the registered provision	1

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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



14 May 2012

Dear Children

Inspection of McMillan Nursery School, Hayes UB3 2PD

Thank you for talking to me and showing me your work during my visit. I was pleased to hear just how much you enjoy coming to the nursery and that your teachers plan such a lot of interesting things for you to do. You get on extremely well with one another and your behaviour around the nursery is outstanding. You know just how to keep safe, and be healthy. I agree that there are lots of interesting things for you to enjoy doing. I understand why you think the adults are really good at helping to make you feel really safe and look after you so well.

Your nursery is outstanding. Teachers and other adults help you to learn particularly well by giving you really good things to do. The headteacher and the staff in your nursery run it excellently. They know just what needs to be done to make it even better.

To help make your nursery become even better I have asked the adults to work with you and your families to make sure some of you miss as little of your learning as possible by attending school regularly.

You can all help by carrying on being kind and considerate to one another. Thank you again for helping me with my work.

Yours sincerely

Jacqueline Marshall
Lead inspector

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