

# West Kidlington Nursery School

Oxford Road, West Kidlington, Oxford, OX5 1EA

**Inspection dates** 12–13 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Children make good progress in communication and language and outstanding progress in their physical development and personal, social and emotional development.
- The Forest School makes an outstanding contribution to children's spiritual, moral, social and cultural development.
- Nursery staff have an excellent understanding of how young children learn. They provide a superb range of exciting and stimulating activities both indoors and outdoors.
- Since the last inspection, there has been a significant improvement in tracking children's progress, especially by gender, ability and ethnicity.
- Children's behaviour is outstanding because children never have time to be bored, with so many exciting activities provided for them.
- Children settle very quickly into the day-to-day life of the nursery, especially in understanding, for example, the importance of washing their hands before snack time.
- Children readily form very good relationships with each other, nursery staff and visitors.
- The headteacher, nursery staff and governing body have a detailed and accurate picture of the school's performance. Priorities for future improvement are focused closely on improving children's learning.
- The significant improvement in the assessment of children's learning since the last inspection is the result of the commitment of staff and the governing body to strengthen this important aspect of teaching and learning.

### It is not yet an outstanding school because

- Within communication and language, children do not spend enough time developing their key skills in reading and writing.
- Nursery staff do not always ensure that all children spend enough time in the reading and writing areas over the school week.

## Information about this inspection

- The inspector spent seven hours observing children, including some learning independently or in groups with their key person, and in a session in the Forest School.
- He held meetings with the headteacher, the nursery staff, four members of the governing body and a representative from the local authority.
- There were no responses on Parent View so the inspector looked at the returns of the school's most recent questionnaire sent to parents and carers.

## Inspection team

David Curtis, Lead inspector

Additional inspector

## Full report

### Information about this school

- This is an average-size nursery school. It is designated by the local authority as an 'attached nursery'; it is led and managed by the headteacher and governing body of West Kidlington Primary School.
- The lead teacher took up her post on 1 September 2012, having previously worked in the nursery on a part-time basis.
- Children attend part time either for the morning or afternoon.
- The proportions of children with special educational needs or English as an additional language varies significantly from year to year.
- There is a privately managed on-site playgroup. A number of children from the nursery attend the lunch club in this setting and the morning or afternoon session prior to, or after, their time in the nursery.
- Children have frequent use of the on-site Forest School.

### What does the school need to do to improve further?

- Provide more regular opportunities for children to work in small groups with an adult in order to accelerate their progress in reading and writing.

## Inspection judgements

### The achievement of pupils is good

- Children make excellent progress in their physical development. They show confidence and skill in handling small equipment, such as paint brushes and scissors. Outdoors, they are very confident in climbing, balancing and riding large-wheeled toys.
- Children make outstanding progress in understanding the world through topics, such as 'Holidays' where they learn about each other's experiences. The Forest School plays a significant role in developing children's excellent knowledge of animals and plants.
- Progress in expressive arts and design is excellent, with children showing really good skills in painting, model making and dancing, for example three girls who performed their own 'butterfly dance'.
- Children develop confidence in speaking and listening, especially at storytime, where a number already understands the importance of listening to each other and taking turns.
- Children are not quite so enthusiastic in using the reading and writing areas as a free-choice activity and, over the week, not all children spend enough time developing key reading and writing skills.
- In mathematics, children enjoy making repeating patterns using two-dimensional shapes and number-based jigsaw puzzles, and a few are already confident in counting to 10.
- Children with special educational needs or English as an additional language make the same progress as their peers. Their successful learning is strengthened by the high-quality support from the special educational needs coordinator in the primary school.

### The quality of teaching is good

- Nursery staff have excellent relationships with children and this is a key reason why children settle so quickly, readily and happily to life in the nursery.
- Planning for children's learning meets the requirements of the Statutory Framework for the Early Years Foundation Stage which came into force on 1 September 2012.
- Staff carry out meticulous observations of children's learning on a daily basis and the results of these assessments are used most effectively to track children's progress by area of learning, term of birth, gender, ability and ethnicity.
- Overall, staff provide children with a good balance of activities that children choose for themselves and those that are led by adults. However, the balance is not quite right in relation to the time staff spend supporting children in small groups with reading and writing activities.
- Staff are highly skilled at taking children's learning forward. Following reading the story of *The Very Hungry Caterpillar*, children were supported in making butterfly pictures using symmetrical patterns.
- The resources both indoors and outdoors are attractive and stimulating. The outdoor area is a significant strength, particularly in supporting children's development in physical development, understanding the world and expressive arts and design. However, the location of the outdoor 'Book Corner' is 'tucked around a corner' and not best placed to encourage children to use it.
- The quality of the learning environment, including the Forest School, has an outstanding impact on children's spiritual, moral, social and cultural development.

### The behaviour and safety of pupils are outstanding

- Children's behaviour is outstanding because children are fully occupied and engaged in learning and playing from the moment their session starts.
- They show excellent levels of concentration, for example a group of boys who spent a long time playing with the 'Farm Set'. Equally, girls spent time exploring and enjoying water play and developed a good understanding of 'full' and 'empty'.

- Children are very happy to play together in pairs and groups. At this stage of the year, boys tend to play in larger groups, with girls preferring to be in pairs. Relationships are harmonious and children support each other in a caring way.
- They readily take turns and show confidence in contributing their ideas, whether learning with each other or in activities led by an adult.
- Before visiting the Forest School children showed very good independence in putting on their waterproof coats and trousers, and their Wellington boots. They know that when they come back to the nursery, they must wash their hands.

### **The leadership and management are good**

- The school's self-evaluation is accurate and underpinned by the headteacher's regular monitoring of teaching and learning in the nursery. The school has identified accelerating children's progress in reading and writing as a key priority based on detailed assessments of children's learning.
- Staff ensure that the curriculum meets the needs of all children so that they make at least good progress in the three prime areas of communication and language, physical development and personal, social and emotional development.
- The curriculum, including the Forest School, makes an outstanding contribution to children's spiritual, moral, social and cultural development.
- Nursery staff work hard and effectively to engage parents and carers in supporting their children's learning, for example through home visits, parent and carer evenings and curriculum events.
- Staff ensure that all the safeguarding and welfare requirements for children under the age of five comply fully with current legislation, including child protection, discrimination, and the policy for the use of mobile phones and cameras.
- The local authority provides effective support for the school, with the result that the assessment of children's learning has improved significantly.
- **The governance of the school:**
  - The governing body provides drive, ambition and challenge through setting the leadership team the task of making the nursery outstanding by 2014.
  - Through the 'Nursery Committee', the governing body ensures that resources and performance management are used effectively to maximise children's learning and to ensure equality.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	122979
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	400383

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

<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	44
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Devena Rae
<b>Headteacher</b>	Eugene Symonds
<b>Date of previous school inspection</b>	9–10 February 2010
<b>Telephone number</b>	01865 377369
<b>Fax number</b>	01865 377080
<b>Email address</b>	office2110@west-kidlington.oxon.sch.uk

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