

# Kenilworth Nursery School

Bertie Road, Kenilworth, CV8 1JP

## Inspection dates

5–6 February 2013

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

## Summary of key findings for parents and pupils

### This is an outstanding school.

- This nursery opens children's eyes to life and gives them the very best preparation for their future.
- Very strong leadership from the headteacher, her very experienced staff and the extremely knowledgeable governing body have enabled this outstanding provision to be maintained since the previous inspection.
- Achievement is outstanding. The very effective team of adults ensures that the needs and interests of the children are at the heart of everything they do.
- Highly skilled interventions from staff and excellent relationships secure rapid learning for all children.
- Children achieve particularly well in their development of personal and social skills. They gain much confidence and are very good at thinking for themselves as they learn through playing with others.
- Teaching is outstanding. Children quickly gain confidence in speaking and listening. Learning about letters and sounds is a high focus and children listen to stories, look at books themselves and make marks on paper with great enthusiasm.
- Behaviour and safety are outstanding. The children's attitudes to learning are mature and very positive at all times. Children flourish because the care and support they receive are second to none.
- The headteacher, staff and governors are all fully involved in the leadership and management of the nursery, which is outstanding. They ensure that the children play and learn in a safe and secure environment particularly well.
- There are excellent opportunities for staff to develop their professional skills. Things do not stand still because new ideas are welcomed, such as the improved planning system, which focuses more effectively on learning.
- Children's individual progress is tracked effectively, but whole-school achievement and attainment across all areas of learning are not clearly documented.
- Parents rate the nursery very highly and are partners in all that the school does. They say they are always made to feel welcome, they are very well informed, the staff are wonderful and their children adore coming.

## Information about this inspection

- This two-day inspection was carried out with half a day's notice.
- The inspector observed 11 parts of lessons taught by three teachers, four senior early years educators and a teaching assistant.
- Discussions were held with the headteacher and her staff, children, two members of the governing body and a representative from the local authority.
- While observing the work of the nursery, the inspector spoke to many parents, took account of 13 responses to the online questionnaire (Parent View) along with other information staff had collected from their own parents' questionnaires.
- The inspector looked at a wide range of documentation including teachers' planning, school improvement planning, self-evaluation information, minutes from meetings held by the governing body, safeguarding and curriculum information and information relating to the achievement and progress of the children.
- The views of the staff were also considered through the scrutiny of seven completed questionnaires.

## Inspection team

Nina Bee, Lead inspector

Additional Inspector

## Full report

### Information about this school

- Kenilworth Nursery is a smaller than average school catering for 80 children who attend part-time.
- Almost all children are from White British backgrounds.
- The proportion of disabled children and those who have special educational needs, including those supported by early years action plus or with a statement of special educational needs is below average.
- Few children speak English as an additional language.
- There are no children for whom the school receives the pupil premium.
- No alternative provision is used by the nursery.
- A well-established lunch club is managed by the governing body. A breakfast and tea-time club are currently being piloted.
- The nursery is a National Early Years Teaching Centre which means it provides high-quality provision and has the capacity to train others.

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

- Analyse children's performance data more effectively so that staff gain a clearer picture of whole-school achievement and attainment across all areas of learning.

## Inspection judgements

### The achievement of pupils is outstanding

- Most children enter the nursery with skills and knowledge that are typical for their ages. The school's most recent information shows that, by the time they move on, the large majority of children exceed the expected levels, while very few children do not reach the levels expected of them.
- Children settle quickly into school life because induction procedures are extremely thorough and their personal, social and emotional needs are expertly catered for. Children were seen coming into school happily, separating maturely from their parents and ready to start their learning.
- Achievement is so rapid in all areas because adults focus on the interests as well as the individual needs of each child. Disabled children and those with special educational needs receive the support they need to thrive and develop and so make impressive gains in their learning.
- Children who speak English as an additional language are supported effectively through a particularly rich language environment which enables them to make similar progress to their classmates.
- A wide range of opportunities, both inside and out, which particularly promote the development of personal and social skills, communication and language, and physical development secure rapid improvement. Children have excellent opportunities to acquire early reading skills. On many occasions, children were observed sitting quietly looking at books either in small groups or alone. Outside, others played safely and sensibly with excellent consideration for one another as they took turns while using the climbing apparatus.
- Exciting opportunities for children to explore outdoors, for example as they learn about different types of weather, widen children's understanding of the world. Children were seen making flags outside with great enthusiasm, and then testing them to see how well they flew. All adults skilfully question children to reinforce and extend learning in all they do.
- No opportunities are missed to promote and develop the children's understanding of mathematical concepts. Children make excellent progress as they begin to understand that mathematics is involved in counting the number of children in the group or the number of bricks they have used to construct a building. They excitedly identify different shapes they see both in the classroom and when in the outside environment. Adults do not miss opportunities to reinforce learning in all areas, and this contributes to the high levels of achievement.

### The quality of teaching is outstanding

- In almost all instances, teaching is outstanding. It is never less than good. Underpinning this excellent teaching is a highly skilled and very well organised team of adults who let the children lead the learning through their own interests.
- The teaching which the children receive has many strengths. There is a consistent and extremely skilful approach to the way adults interact with the children. This contributes to the outstanding learning that takes place in each session.
- Very good quality questioning from adults continually reinforces and extends learning. Children are given time to think and then lots of opportunities to articulate their thinking. They know their contributions to conversations are valued and so become confident speakers.
- This was demonstrated extremely well as they discussed what might happen if they mixed water and apple juice together and then put it in the freezer. Learning was outstanding as language such as 'hot and cold' and 'freezing and melting' were successfully reinforced and developed. Children spoke with much enthusiasm and enjoyment linking the discussion with their own experiences of eating cold ice cream from the freezer at home.
- In all sessions, adults very successfully model the importance of handling books carefully and give children excellent opportunities to look at books and listen to stories. Literacy and language

skills are consistently developed very well.

- Resources to support activities are well chosen and support learning in all areas very effectively. Natural resources, such as the school 'forest', give children regular learning experiences to look at and learn about the wonders of nature.
- Underpinning the fun and much excitement evident is the excellent planning. Planning documents are exceptionally detailed, particularly with regard to children's learning and ensuring that all children are given the support they need.
- Interesting 'Learning Journeys' are developed for all children and clearly show the results of the outstanding teaching that children receive and the rapid learning that takes place.

### **The behaviour and safety of pupils are outstanding**

- Very well structured settling-in procedures and the fact that parents are made to feel so welcome at the start of each session ensure children are happy and feel safe and secure. These procedures contribute to the very strong links staff establish with parents.
- Staff and governors work conscientiously together to ensure that the site is always safe and secure for children to play as they learn.
- Behaviour is outstanding whether children are inside, outside or are eating their lunch. All staff have consistently high expectations and the children very quickly learn how to behave and stay safe. For example, almost all of them know that they should not run when inside.
- There are systems to record poor behaviour, but no incidents have been recorded during the last few years.
- Children develop very good eating habits because they are encouraged to eat healthy snacks and drink water regularly. Close attention to washing hands after using the toilet and before eating develops secure routines for personal hygiene. Those who use the lunch club have excellent opportunities to learn about different types of food while sitting, chatting and eating together with their friends and the adults who help them.
- Excellent opportunities to run around outside in the playground or in the school forest or to use the climbing apparatus enable children to develop physically
- Very good partnerships between the school and external agencies complement the excellent support provided for children who have specific difficulties.
- Attendance is good because the children love school and attend regularly.

### **The leadership and management are outstanding**

- The headteacher's strong principles about the most effective way of educating children of this age underlie all decisions made by this ambitious team. Self-evaluation is accurate and systems in place allow all staff, governors and parents to be involved in sustaining improvements.
- A climate has been established, where regular checks are made to ensure that teaching is of the best quality and regular discussions with staff lead to activities which improve their skills further.
- All staff have good opportunities to attend training to help develop their practice. Training is open to all and ensures that everyone keeps up to date with new curriculum changes.
- The curriculum is planned very effectively to cater for children's interests and needs. Staff focus on children's spiritual, moral, social and cultural development exceptionally well in all the children do. Children were seen getting on very well with each other in many different circumstances. As they listen to stories and look at books they learn about different cultures. Photographic evidence shows much enjoyment as children tried to write in Japanese, using big thick brushes and black paint, after a visit from a parent from Japan.
- Staff and governors ensure that all children are treated as equals and discrimination is not tolerated. During the inspection, many parents spoke extremely positively about the excellent provision their children receive. The school's own questionnaires completed by parents and parents' responses to the on-line questionnaire (Parent View) were equally as positive.

- Children’s individual achievements are tracked carefully. Staff collect a wealth of information to inform them about the learning and development of the children. However, data about children’s performance are not analysed well enough so that staff can see a clear picture of whole-school achievement and attainment across all areas of learning.
- Children have very good opportunities to eat lunch and socialise at the lunch club. It is very well attended. A breakfast and tea-time club are being piloted but, so far, few have taken up this opportunity.
- The local authority is aware that this is a successful nursery school. As a result, the school is an Early Years Teaching Centre and the headteacher works in partnership with the local authority disseminating good nursery practice.

■ **The governance of the school:**

- The governing body is very effective and, because it is well informed, it can keep a close watch on the quality of the provision. The regular discussions they have with staff along with visits by some governors into the school add to their understanding of the quality of teaching and learning and the school’s overall effectiveness. Excellent induction procedures for governors enable newly appointed governors to get off to a good start and learn about what is expected of them. Governors are aware of the procedures for managing the performance of teachers and the way performance links to teachers’ salaries. They are particularly involved in overseeing the performance of the headteacher. Statutory requirements are fully met and safeguarding arrangements are secure.

## 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> | 125488       |
| <b>Local authority</b>         | Warwickshire |
| <b>Inspection number</b>       | 402333       |

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>                     | Maintained         |
| <b>Age range of pupils</b>                 | 3–4                |
| <b>Gender of pupils</b>                    | Mixed              |
| <b>Number of pupils on the school roll</b> | 80                 |
| <b>Appropriate authority</b>               | The governing body |
| <b>Chair</b>                               | Mandy Broughton    |
| <b>Headteacher</b>                         | Rachel Gillett     |
| <b>Date of previous school inspection</b>  | 28 January 2010    |
| <b>Telephone number</b>                    | 01926 853394       |
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