

# Inspection of Ronald Openshaw Nursery School

Henniker Road, Stratford, London E15 1JP

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Inspection dates: 10 and 11 May 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Good

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

Children are really happy when they come to this nursery. They are warmly greeted by staff when they arrive. Children develop close bonds with the friendly and caring staff. Because of these close working relationships, staff get to know children's interests and areas for development well. Through a highly ambitious curriculum, adults skilfully guide children to broaden and develop these interests, enabling them to work with others and take risks. Children keenly explore the school's environment, both inside and out. Their development in each area of learning is exceptionally well supported.

Children behave very well. They are engrossed in learning and playing. Clear routines and expectations have been set, and these are modelled and reinforced by adults throughout the day. For example, adults show children how to take turns reading a book. Children follow the routines well, and they are taught how this helps to make the nursery a happy place for everyone.

Staff are attuned to children's emotions. They guide them to think about their feelings and the choices they make. For example, they take time to talk through with children how they are feeling. They encourage them to think about their actions and how these affect those around them. Children are taught to be respectful and supportive of each other, and this creates a calm and positive place for them to learn and thrive.

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

Every aspect of children's learning and development is carefully planned for and thought through. Leaders have developed an aspirational curriculum, which builds on children's knowledge sequentially. With support from leaders, staff reflect regularly on what each child has learned and remembered. Working together, leaders and staff are skilled at identifying how best to support each child to develop their learning and interests further. They make sure that children build their knowledge step by step and flourish in every area of learning.

Children are highly engaged in the well-planned activities on offer. Using their extensive expertise, staff work alongside children to fire their imaginations and help them stay motivated. For example, when children were faced with a problem involving tennis balls, staff guided them skilfully to persevere until they were able to achieve their goal.

Children with special educational needs and/or disabilities (SEND) learn with their peers in all aspects of school life. Staff and leaders consider carefully how to best support the needs of children with SEND in the classroom. Staff are skilled at adapting what is being learned, ensuring that children with SEND access the full range of activities. Children with SEND really flourish here.

Children are taught to be kind and helpful to each other. Adults model how to do this regularly, showing children how to cooperate and encourage one another. For example, children enjoy working together to create play structures in the garden area. They talk to staff and their friends about how to find solutions for any problems they come across, as well as how to improve their design. Staff are experts in supporting children to take risks. For example, first, they provide low structures for children to develop their confidence and skills in climbing and jumping. When children are ready, they support them to tackle taller climbing equipment.

Adults are experts in developing children's communication. They model language as children play, making sure that children understand and use new words to talk about what they are doing or thinking. Adults immerse children in storytelling, introducing them to a wide variety of carefully chosen books, stories and rhymes. They talk to children about what they find interesting and what they enjoy. They support them to use toys and objects to create their own stories to share with their friends. Children have great fun doing this.

Leaders aim to broaden children's understanding of the world through a rich range of educational outings. For example, children visit places of worship, such as a Sikh temple, to learn about different cultures and religions. Children relish spending time in the local forest area, where they learn about trees and plants. They enjoy their regular swimming lessons and visiting farms and parks.

Children learn about how to treat each other with respect and dignity in an age-appropriate way. They are taught to be considerate of each other's differences and views, and they are shown how to take turns. For example, they discuss together and then vote on which stories everyone would like to listen to.

Leaders, including governors, have created a school where all staff feel proud to work. Staff comment that they have been given the tools, through training and guidance, to be able to carry out their jobs effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders make sure that safeguarding has a high priority. Staff receive up-to-date safeguarding training, including on issues relevant to working with young children. Staff with designated responsibility for safeguarding work well with external professionals to make sure that children get the help they need promptly.

The relevant recruitment checks are carried out on staff before they start to work at the school. Staff know children and their families very well. They are vigilant, and they know what to do if they have concerns about a child's welfare or safety.

## 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](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	102703
<b>Local authority</b>	Newham
<b>Inspection number</b>	10240875
<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	126
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Trudi Barnes
<b>Headteacher</b>	Alison Lentz
<b>Website</b>	<a href="http://www.ronaldopenshaw.newham.sch.uk">www.ronaldopenshaw.newham.sch.uk</a>
<b>Date of previous inspection</b>	27 February 2019, under section 8 of the Education Act 2005

## Information about this school

- Leaders do not make use of alternative provision.
- The school has an additional resourced provision for children with SEND.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken this into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and members of staff. Inspectors also met with members of the governing body and spoke with a local authority representative.
- Inspectors did deep dives in these areas of learning: communication and language, mathematics, personal, social and emotional development, and understanding the world. For each of these areas of learning, inspectors

discussed the curriculum with leaders, visited lessons and spoke with staff and children. Inspectors also considered the curriculum for other areas of learning.

- Inspectors spoke with parents and considered the responses to Ofsted Parent View, including the free-text responses from parents.
- Inspectors spoke with children and staff about the school's work to keep children safe. Inspectors also considered safeguarding records and documentation, including the school's single central record of staff suitability checks.

### **Inspection team**

Adam Vincent, lead inspector

His Majesty's Inspector

Sophie Healey-Welch

His Majesty's Inspector

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