

# Inspection of a good school: Tachbrook Nursery School

Aylesford Street, London SW1V 3RT

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Inspection date:

23 May 2024

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

## What is it like to attend this school?

Tachbrook Nursery School threads its values of 'happy, healthy and high expectations' throughout the curriculum and school life. Children love coming to school. They are excited by the activities they can do, inside and in the outside space. Children flourish through the exceptional level of care for them and their families. Parents and carers feel valued here. They are highly positive about the education their children receive in a vibrant learning community.

Leaders have high expectations for all children, including those with special educational needs and/or disabilities (SEND). Staff take care to learn about every child, including the newly arrived two-year-olds. Children's next steps in learning are carefully considered. This ensures that children are fully included in a school that meets their needs in full.

The school has clear routines. Children know and follow these well. As a result, the learning environment is harmonious and children's conduct exemplary. They learn and play safely together, sharing equipment and books with consideration towards one another.

Leaders have created a learning environment that allows ideas and imagination to grow. Staff encourage children to explore their impressive outdoor area, for example counting and reading about the snails they have found and, previously, the life cycle of butterflies.

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

Leaders and governors are highly effective. They have a clear strategic direction to ensure the school continues to thrive and make it even better. They have effective partnerships with parents and the local authority. The school has developed a rich and ambitious

curriculum. This prepares children extremely well for their next stage in education. Dynamic leaders have constantly evolved the offer and adapted it to meet children's needs. Staff have a detailed understanding of children's starting points. They plan with care and precision what children can do and learn. Children then practise and repeat each step across all areas of learning. The curriculum and inclusive practice are highly effective and shared locally with other providers.

Staff are highly knowledgeable about child development. Key members of staff know their children incredibly well. They keep in touch with parents regularly. Staff encourage children to persist, think through problems in mathematics, for example, and sustain enthusiasm and curiosity. Staff continually adapt, enhance and extend children's learning. As a result, all children enjoy learning and achieve very well.

Leaders promote children's communication and language skills as a priority. Staff skilfully ensure that children hear relevant and useful words regularly. They model precise language to support children's vocabulary. This enables children to practise new words and use them accurately. Children love listening to stories and rhymes. For instance, they enthusiastically joined in 'the duck song' and counted the ducks out as they left. Reading areas are inviting and stocked with a range of appropriate texts. The learning environment is vibrant and exciting. For example, children climb banks and trees which helps to develop their body strength. Similarly, indoors, children have opportunities to develop a range of skills. In mathematics, for example, children were developing an appreciation of different shapes.

Children's personal development provision is detailed and effective. The nurturing culture is clearly established. Staff establish routines with children very quickly. They encourage children to make their own choices and share their thoughts and feelings. Children play cooperatively, showing care for each other as they develop their independence.

Leaders ensure that there are many opportunities for children to extend their wider experiences. There are many visitors to the school. For example, the mounted police visited the school as part of learning about safer communities. Children mark different cultural events and festivals. They also go on visits to the local park and galleries and experience how to use public transport.

There is a strong team ethic at the school. Staff are very proud to work at this school. They value leaders' care and concern about their well-being. Leaders are considerate of staff's work-life balance.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We

do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in March 2019.

## **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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	101104
<b>Local authority</b>	Westminster
<b>Inspection number</b>	10345711
<b>Type of school</b>	Nursery
<b>School category</b>	Community
<b>Age range of pupils</b>	2 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	60
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kate Shrivastava
<b>Headteacher</b>	Elizabeth Hillyard
<b>Website</b>	<a href="http://www.tachbrooknurseryschool.co.uk">www.tachbrooknurseryschool.co.uk</a>
<b>Date of previous inspection</b>	14 March 2019, under section 8 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- Since the previous inspection, the school now admits two-year-olds.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, senior leaders and the special educational needs coordinator. The lead inspector met governors and spoke with a representative of the local authority.
- Inspectors carried out deep dives in these areas of learning and development: communication and language, personal, social and emotional development and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited classrooms and the outside provision, spoke to staff and spoke to some children while they were learning. The inspectors considered information about the

curriculum in some other areas of learning.

- Inspectors observed children’s learning throughout the day. They spoke with key persons to talk about children’s learning and development.
- Inspectors spoke to leaders about wider opportunities for children.
- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders and staff; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children’s interests first.
- Inspectors checked that the statutory welfare requirements were being met.
- Inspectors checked the plans for some pupils with SEND and checked what staff were doing to meet their specific needs.
- Inspectors spoke to some parents outside the school and evaluated the responses to Ofsted’s online survey, Ofsted Parent View. Inspectors also considered the responses to the staff survey.

### **Inspection team**

Phil Garnham, lead inspector

His Majesty’s Inspector

Lisa Strong

His Majesty’s Inspector

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