



Windham Nursery School

Inspection Report

Unique Reference Number 102882
Local Authority Richmond Upon Thames
Inspection number 286513
Inspection dates 15–16 March 2007
Reporting inspector Bernice Magson

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

Type of school	Nursery	School address	Windham Road
School category	Maintained		Richmond
Age range of pupils	3–5		TW9 2HP
Gender of pupils	Mixed	Telephone number	020 8831 6060
Number on roll (school)	84	Fax number	020 8831 6305
Appropriate authority	The governing body	Chair	Mr Steve Tedbury
		Headteacher	Mrs Rosie Long
Date of previous school inspection	2 December 2002		

Age group	Inspection dates	Inspection number
3–5	15–16 March 2007	286513

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Designated as an Early Excellence Centre, Windham Nursery School offers a range of educational services. Extended services are also provided on the same site. The Nursery admits children to full or part-time education from a socially diverse community. A small number of children speak English as an additional language. There are above average numbers of children with learning difficulties and disabilities. Some children with social and communication difficulties and autism attend the Jigsaw Unit for part-time specialist provision.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Windham Nursery is an outstanding school that provides children with an excellent start to their education. 'The Nursery offers a wonderful environment where children are nurtured so that they blossom as individuals,' commented one parent and others strongly agree. Under the leadership of an excellent headteacher, standards and the quality of education are extremely high. Central to the school's success is the rigorous assessment of children's performance and the introduction of effective actions to address any perceived weaknesses. As a result, children achieve exceptionally well and reach well beyond expected goals by the end of their time in Nursery.

Children's personal development is outstanding. Children feel safe and secure because staff know them exceptionally well. Relationships are excellent. Children play together happily and take turns willingly. They are enthusiastic learners, curious to discover about the world around them. While exploring in the garden, children peered with amazement at a snail with two shells and indoors, they remembered to check the progress of caterpillars in cocoons, expectantly awaiting the arrival of the butterflies.

Teaching is of a very high quality. Staff have very high expectations and set tasks which are achievable, yet challenging. The classroom is a very exciting place with a breadth of experiences, which cover the curriculum extremely well. Learning is continuous and seamless, because staff are a cohesive team promoting shared aims, which are based on a secure knowledge of how best to help each child to learn. Children's work is celebrated in very high quality displays which reflect work on recent topics. A high priority is given to involving parents in children's learning so that a strong partnership develops. Parents appreciate the very good information which they receive about their child's progress. Very popular with parents are the booklets which children and staff create as a record of good achievement during the Nursery year.

Provision is good for children with complex learning difficulties and disabilities who attend the Jigsaw Unit. They achieve very well because individual learning programmes are matched effectively to their different needs. However, it is often difficult to provide practical learning experiences, because of the cramped accommodation. There are good opportunities for integrated activities involving both the children in the Nursery and those in the specialist provision. Occasionally, the various needs of individuals are not always addressed effectively in these different settings and rates of progress become less rapid.

Leadership and management are excellent. The headteacher leads by example and is an outstanding catalyst in promoting a culture of effective school improvement. She is ably supported by the deputy headteachers, staff and governors who have robust systems to monitor children's achievements and determine future priorities. The school has an excellent capacity to improve further.

What the school should do to improve further

- Improve links between the Nursery and the Jigsaw Unit, so that children are challenged effectively when working in either setting.

Achievement and standards

Grade: 1

Achievement is outstanding. From above average starting points, children make excellent progress and attain high standards. This is because adults assess their progress rigorously and then use the information very effectively to extend their learning. An outstanding feature of children's attainment is their independence in undertaking a range of tasks, choosing their equipment with confidence. The gap between the achievement of boys and girls has narrowed because the school has addressed their different interests and introduced more effective learning styles. More able children make excellent progress. They are extended exceptionally well through open-ended investigations and a creative curriculum. Children with severe learning needs make rapid progress too. Initially many have difficulty explaining their needs and understanding instructions. However, they learn very quickly because adults are good at providing well-structured and achievable tasks, which raise children's self-esteem. The very few children speaking English as an additional language achieve as well as their peers.

Personal development and well-being

Grade: 1

Children have an immense curiosity and eagerness to learn. They enjoy school very much and attend regularly. Children's spiritual, moral, social and cultural development is excellent. They play together happily, taking turns and sharing equipment amicably. Children have a very good understanding of right and wrong and comply very well with school rules. For example, when a minute timer ends, they know that they must relinquish a toy to another child. Children show very good respect for others and fund-raise regularly. Children are developing very good awareness of healthy lifestyles and enjoy outdoor play. With the support of the school nurse they often measure their heights and weights at the 'Windham Clinic.' Attendance at the 'Rocking Horse Lunch Club' is popular. Children were seen to chat easily with others and eat a nutritious lunch. Children's excellent attitudes and competent basics skills prepare them very well for primary school and their future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching is excellent and, as a result, children learn rapidly. Team work is outstanding. All adults have high expectations and continuity in learning is excellent. Monitoring of teaching is robust. A very good balance is achieved in the use of different teaching styles, which motivates boys and girls equally. The learning environment is vibrant and exciting. Sessions are very well-organised, especially for learning in personal and social skills and in language. Basic skills in literacy and numeracy are taught

effectively. Teachers use their expertise extremely well to challenge children. Adults listen very carefully to a child's response and adapt their questioning skilfully, always mindful of the targets planned to extend each child's knowledge and skills. Additional and intensive support is targeted to some less able children to accelerate their learning in small group or paired activities. Good opportunities are provided to integrate children from the Nursery and those with complex learning needs in the Jigsaw Unit. Through joint activities they learn more about each other and make good gains in their personal and social development. However, progress is sometimes less rapid in other areas of learning, because their various needs are not always fully addressed.

Curriculum and other activities

Grade: 1

The school has an outstanding curriculum that fully meets the needs of all its children. There is a very good emphasis on the acquisition of language and encouragement of the love of books. All children are encouraged to be responsible for their own learning and those who are less confident join in small group sessions which build their self-esteem. The outside environment is very well-planned to develop physical play, creative skills and to promote personal, social and health education. Very good links are made between subjects. For example, before wrapping bunches of daffodils in preparation for Mothering Sunday, children made their own wrapping paper in art and wrote labels in a language task. The curriculum is adapted very well for the children with severe speech and communication problems. A well-constructed language programme is used which has a very good emphasis on the development of life skills. Across the school, the curriculum is enriched by numerous visitors, such as the fire brigade and police. It is planned that an artist in residence will create felt hangings with children before the end of term. The visit of each new Mayor in full regalia helps children learn about community responsibilities.

Care, guidance and support

Grade: 1

The care, guidance and support of children are excellent. Parents and carers have considerable confidence in the pastoral care and support given to their children, which starts initially with home visits. They are pleased that their children enjoy school so much and feel safe and secure. All arrangements for ensuring health and safety, risk assessment, first aid and child protection are fully in place. Staff teach children how to make right choices when looking after themselves, showing them how to keep safe and use tools wisely.

All parents have an excellent understanding of children's standards based on a very good system of monitoring their achievements. The needs of every child are identified through rigorous observation and in talking with children. After initial assessments, targets are set and reviewed regularly to ensure that tasks are suitable for each child and provide the next steps in learning. Often praise and encouragement are used to build self-confidence and reinforce the acquisition of knowledge and skills. Very thorough records are kept of the progress of children with complex learning needs.

Leadership and management

Grade: 1

Leadership and management are excellent. The school is led very ably by an outstanding headteacher, who provides the school with a very clear sense of direction. Under her guidance the school consistently raises standards and offers a very high quality of education. The deputy headteachers are also highly skilled and have used their expertise to develop very effective assessment systems and also in the development of education for children with complex learning difficulties. The use of self-evaluation is excellent. The various skills of the senior management team benefit the school very well and their expertise is often sought by other schools and professionals. An exceptionally well-qualified and experienced staff team has developed over time. They complement each other extremely well with the result that provision is constantly improving and remains relevant. Adults are highly competent in identifying the next steps in the school's development, introducing change, monitoring actions and evaluating outcomes. Governors know the school very well and provide excellent direction, undertaking their roles very responsibly. Funds are managed efficiently and targeted very effectively to perceived needs. The school plans to review its provision for children in the Jigsaw Unit, especially its procedures for integration with children in the Nursery.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making me so welcome when I visited your school recently. I enjoyed finding out about all the interesting things you are doing. Have the butterflies hatched out of the cocoons yet? You should be very proud of your school, it is excellent.

What I really liked about your school is:

- you enjoy school very much and work hard in all activities
- you look after each other extremely well
- all the staff give you lots of exciting and interesting things to do
- you are very good at making up your own mind about what to choose to do
- the grown-ups work very hard to make things better for you.

To make your school even better I have asked your headteacher, staff and governors to find more ways for the Nursery children and those in the Jigsaw Unit to learn together.

I hope that you continue to enjoy your time at Windham Nursery and in the Jigsaw Unit.

Yours truly

Bernice Magson Lead inspector