

# Baylis Court Nursery School

## Inspection report

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<b>Unique Reference Number</b>	109761
<b>Local Authority</b>	Slough
<b>Inspection number</b>	325022
<b>Inspection date</b>	2 February 2009
<b>Reporting inspector</b>	Jo Curd

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

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<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 on roll</b>	
School (total)	118
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Louise Hammond
<b>Headteacher</b>	Mr Phil Gregory
<b>Date of previous school inspection</b>	6 February 2006
<b>School address</b>	Oatlands Drive Slough SL1 3HS
<b>Telephone number</b>	01753 521917
<b>Fax number</b>	01753 523709

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<b>Age group</b>	3-4
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## Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: how well all groups of children achieve in their learning and personal development, the impact of children's self-assessment and school development since the last inspection. Evidence was gathered from school data, records and documents, discussion with children, staff and governors, observation of lessons and parents' questionnaires. Although other aspects of the school were not investigated thoroughly, the inspector found no evidence to suggest that the school's own judgements, as given in its self-evaluation form, were inaccurate. Where appropriate these judgements have been included in this report.

## Description of the school

Baylis Court Nursery school opened in 1940. Since 1982 it has been housed in prefabricated accommodation next to a junior school and near to an infant school. It can take up to 60 children at either a three-hour morning or three-hour afternoon session. Although no children stay all day, up to eight can bring a packed lunch and stay at the lunch club for three quarters of an hour at the end of their morning or beginning of their afternoon session. About 80 per cent of the children in this Early Years Foundation Stage setting are from minority ethnic backgrounds, predominantly Pakistani and Indian. The proportion of children who have English as an additional language is much higher than in most other schools. More than half of the children on roll are at early stages of learning English. A small proportion of the children have learning difficulties and/or disabilities.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Children achieve well and are extremely well looked after in this good Nursery. They enjoy an extremely broad and interesting curriculum, which contributes well to effective learning and personal development. Parents appreciate how very well their children are looked after and how much they gain from being there. One commented that she found it 'a happy productive environment where children are exceptionally well cared for', while a grandparent reported, 'my grandson has developed so much, he refers to his teachers as his best friends but holds them in the utmost respect.'

Nearly all the staff, including the headteacher, have been at the Nursery for several years. They enjoy being there and are keen to develop provision and their practice. A strong commitment to training effectively ensures that all the staff are knowledgeable about current requirements for the Early Years Foundation Stage curriculum, care and support of the young children. Several staff are taking additional qualifications and most have visited other parts of Europe to gain further insights into early years education through the Reggio Emilia approach based on the image of the child, the learning environment and parental involvement. Self-evaluation contributes well to effective improvement. Leaders, managers and all the staff have addressed all three issues from the last inspection well. Leaders successfully use findings from frequent informal monitoring to guide staff and focus school development. Procedures to raise attendance, the curriculum and resources have all improved since the last inspection. However, findings from monitoring are not always recorded, evaluated or used as rigorously as they could be. For example, while results from the monitoring of teaching and learning are used to guide and encourage staff, they are not evaluated sufficiently closely or rigorously to provide specific feedback to individuals. Consequently, teaching, learning and achievement have been sustained as good, but have not yet moved beyond this.

Most children enter the Nursery with knowledge, skills and experience well below those expected for their age, particularly in communication, language and literacy, and personal and social skills. Due to an excellent curriculum, a high staff ratio, regular routines, consistent expectations and effective teaching, all groups of children make good progress in their learning and personal development. Despite good achievement by the time children leave the Nursery, standards remain below those expected for this age. Children's self-assessment, that is the comments they add to their assessment records, successfully help them develop their language skills, reflect on learning, gain confidence and move to deeper levels of understanding about things they have done and how these could be improved in the future.

Children enjoy a very broad and practical curriculum. This includes art workshops with the school's 'artist in residence', using interactive white boards and computers for a range of activities and the opportunity to attend after school clubs at the nearby infant and junior schools. Several parents reported how disappointed their children are when they cannot attend at weekends and holidays. Despite children's eagerness and the school's concerted effort to counteract current patterns, attendance remains fairly low, largely due to holidays in term time and illness. Clear guidelines and the very practical curriculum mean that children learn how to stay healthy and safe. They learn to use tools safely in cooking, gardening and other creative activities, enjoy vigorous outdoor play and know about the importance of eating fruit and vegetables and washing their hands at appropriate times. Children contribute well to their Nursery through suggesting or developing activities, sweeping the floor, cooking snacks and

tidying up. Growth in confidence, independence and relationships prepare them well for later life and learning.

Children are extremely well looked after. One parent reported, 'we feel that the school provides an incredibly safe, warm and protective environment for our child.' Systems to safeguard health and safety are securely in place. On-site toddler, pre-school and family support groups provide excellent links with parents and a gentle introduction for children, particularly for any who might have additional needs. Two qualified 'health activists' run groups for children, parents and families, sensitively tackling issues of health and encouraging whole families to examine their lifestyles and habits. The school has good links with outside agencies and professionals. Children with learning difficulties and/or disabilities are supported well. These additional groups, and the good links with parents, other schools and professionals, contribute well to social cohesion in the community.

Owing to effective leadership and management and a very committed staff, the Nursery has developed well since its last inspection and capacity for further improvement is good.

### **What the school should do to improve further**

- Record monitoring, especially of teaching and learning, so that this can be evaluated rigorously and lead to effective impact.
- Use monitoring of teaching and learning to specifically and explicitly inform and train staff, so that the quality of teaching and learning improves even further.

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## Annex A

## 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

<b>How effective is the provision in meeting the needs of children in the EYFS?</b>	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

<b>How well do children in the EYFS achieve?</b>	2
The standards[1] reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

### Personal development and well-being

<b>How good are the overall personal development and well-being of the children?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effectively are children in the EYFS helped to learn and develop?</b>	2
<b>How effectively is the welfare of the children in the EYFS promoted?</b>	1

## Leadership and management

<b>How effectively is provision in the EYFS led and managed?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

12 February 2009

Dear Children

Inspection of Baylis Court Nursery School, Slough, SL1 3HS

I was so pleased to meet some of you and your parents when I visited your Nursery recently. It was good to talk with you and to see many photos and the work that you have done. All these things helped me with my work - thank you.

I agree with your staff and governors that you have a good Nursery. Several of your parents told me that you enjoy it so much that you are sorry when it is the holidays or weekend. You are all extremely well looked after and cared for. The curriculum - that is what you do and learn - is excellent. The range of activities is very wide, interesting and exciting. These include investigating water flow in an elaborate water tray with pipes, funnels and jugs, working with an artist who comes to you each week and opportunities to go to after school clubs at the infant and junior schools nearby. The staff work very hard to support and look after you all very well. You make good progress in your learning and personal development.

There are just two main things that will make the Nursery even better. I have asked the staff to:

- write down what they see and learn about the nursery so, that they can think about this and make any necessary changes
- tell each other about what they learn through the way they teach you, so that this can help you even more.

Perhaps you can tell them when activities, explanations or stories really help you in your learning or any ways that you think the Nursery could be better.

With best wishes to you and your families.

Yours faithfully

Jo Curd

Lead Inspector