

# Windham Nursery

## Inspection report

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<b>Unique Reference Number</b>	102882
<b>Local Authority</b>	
<b>Inspection number</b>	335982
<b>Inspection dates</b>	20–21 October 2009
<b>Reporting inspector</b>	Sue Vale

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>	Community
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	75
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Legg
<b>Headteacher</b>	Maggie Stovold
<b>Date of previous school inspection</b>	5 March 2007
<b>School address</b>	Windham Road Richmond TW9 2HP
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## Introduction

This inspection was carried out by 2 additional inspectors. The inspectors visited 10 lessons, and held meetings with the chair of governors and with staff, and they talked to groups of children. They observed the school's work, and looked at children's learning journeys, school data about children's achievement and progress, monitoring records, safeguarding and child protection documentation, the school improvement plan and 43 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether children's progress and development are suitably assessed and used to help move them on to the next steps in their learning, especially for any possible underachieving groups or vulnerable children
- how the Nursery gathers information about attainment and learning and how it is used to support children's learning
- evidence of challenge and support by governors and whether their statutory responsibilities are met
- provision for children who have special educational needs and/or disabilities.

## Information about the school

Windham Nursery School is situated in the London Borough of Richmond. The Nursery draws its children from a diverse range of cultural and social backgrounds. There is a wide range of abilities when children enter the Nursery, although the majority start with skills as expected for their age. Some are very young, and enter the Nursery just after their third birthday. Around a fifth of the children speak a language other than English, although at the time of the inspection only one child was at the early stages of acquiring English. The Nursery school provides mainly part-time provision with a few full-time places. Children stay for three terms and move on to a wide range of primary schools. There is a specialist language and diagnostic unit onsite, 'Jigsaw', currently catering for six boys.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

### Main findings

- Windham Nursery provides a very good start to children's education. There are many outstanding aspects to provision, which enable children to achieve very well. They make outstanding overall progress from their starting points.
- Provision for children who have special educational needs and/or disabilities is outstanding. Inclusion is given a high priority within the Nursery and is positively promoted. There are well-established and very strong links with all children's families, resulting in very positive comments from parents about the Nursery.
- Children are very well prepared for the next steps in their learning through an exciting, stimulating curriculum which is supported by excellent and relevant adult interaction with children. This particularly supports those children who are new to learning English, and those who have specific learning needs.
- Assessment is good and is used well to plan the next steps in children's learning; however, it is not currently related to the most recent framework. The analysis of the progress that children make needs to be more succinct in order to make it more accessible to all.
- The spiritual, moral, social and cultural development of the children is outstanding and children's behaviour is excellent. Children themselves are very inclusive; as one girl commented in the afternoon during imaginative play activities, 'I can't let go of her hand because she will be lonely!'
- Children are cared for very well and there is excellent guidance and support. The promotion of equality of opportunities is outstanding and as a result the Nursery is a very inclusive and happy place where children thrive.
- Leadership and management by the headteacher are excellent and drive the Nursery forward. There is no leadership team or deputy headteacher and the headteacher carries a lot of responsibilities herself extremely well. She is ably supported by the chair of governors. The Nursery is aware of its strengths and areas for development and is constantly looking for ways to improve. Leaders recognise that they have not yet carried out an audit of their involvement in community cohesion although there are plans to do so. Overall, governors ensure that statutory requirements are met well.
- The Nursery offers outstanding value for money. Consequently the Nursery clearly demonstrates that it has the capacity to sustain the excellent rate of improvement evident since its last inspection.

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

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- Relate current assessment procedures directly to the most recent Early Years Foundation Stage framework guidelines in order to:
  - clearly show children's attainment on entry to Nursery
  - check the progress children make over time, so that all leaders and staff have ownership of this.
- Carry out an audit of the way community cohesion is promoted in the Nursery in order to:
  - provide pupils with greater opportunities to learn about the wider world.

## Outcomes for individuals and groups of children

1

Children achieve exceptionally well at this Nursery. The quality of learning for children who have special educational needs and/or disabilities is excellent. Staff have a deep understanding of individual children's abilities and needs and what they need in order to help them move on in their learning. This results in children making fast progress in their learning; including those who are new to learning English.

Parents strongly believe that their children are safe and well cared for at the Nursery. Behaviour is excellent and many observations were made of children playing very well together and learning how to share with each other. This was seen in the excellent role play where children were acting out the story of Diwali and taking on the characters of Rama and Sita, right through to outside play where they were working together collaboratively in sharing the see-saw so that everyone could have a go!

Children are encouraged to adopt healthy lifestyles and are regularly reminded to wash their hands before eating or after going to the toilet. Children's spiritual, moral and social development is excellent and is seen in the way that they thoroughly enjoy learning. Happy faces and high levels of concentration abound at this Nursery as they try out new activities, such as fishing corks out of the water, playing in the sand or painting pictures of rabbits and squirrels. Attendance is good overall in the morning but there are a few families who do not attend as regularly as others in the afternoon sessions. Children reach good and sometimes very good attainment in a short space of time.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Children's attainment <sup>1</sup>	2
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Children's attendance <sup>1</sup>	3
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

### How effective is the provision?

The inspection confirmed the Nursery's view that the quality of teaching overall has several outstanding features. All adults manage the children extremely well, and have well-established routines that help the children settle into the Nursery really quickly. Children are keen, eager, and happy to learn and already showing signs of independence. This is as a result of the extremely well-planned and interesting activities on offer. Adults' interaction with children is excellent. They intervene when necessary to help children move on in their learning, for example when using programmable toys or outside in the playground when joining in with the children's music and singing. Likewise, adults are astute in knowing when to leave children alone to make their own independent choices and decisions. Teachers have excellent skills in the way they question children and help develop new vocabulary and understanding about what they are doing. This is particularly relevant for those adults working with the children in the Jigsaw group. Here simple repetition of language, along with a fast-changing pace to activities ensure that the children in Jigsaw receive excellent support and help in not only their language acquisition but also in understanding more about the world around them, and in learning how to communicate with others. These children's individual complex needs are very well catered for at Nursery. Outstanding practice was seen during the inspection of the integration of Jigsaw group with mainstream children during the outside play session.

Teachers are experienced and skilled in providing challenges for children of different levels of ability. The increasing numbers who are new to learning English are well catered for in the totally inclusive environment. This is due to the exciting resources and

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

activities on offer, which interest and engage all children thoroughly in their learning. Assessment of children's knowledge, skills and understanding is good and thorough, although currently it is not tightly related to the current Early Years Foundation Stage Framework. This means that leaders' evaluations of children's attainment on entry to the nursery, and progress from this point are not clearly accessible to all and consequently not as secure as they could be. Regular observations and discussions about individual children's interests and needs ensure that planning and the next steps for learning are fully integrated and embedded into the curriculum.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>1</b>
	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

A strong united team support the ambitious vision the headteacher has for the development of the Nursery. All staff take on responsibilities with vigour. There is a cohesive and successful approach to meeting the needs of individual children. The Nursery is well aware of its strengths and areas for development, through searching analysis and an overwhelming desire for equal opportunities for all. However, its written self-evaluation is not as detailed as it could be. For example, leaders have not yet undertaken an audit of their community cohesion involvement. But there are strong links with the community who are involved with the Nursery. There are plans to develop links further afield. The governing body are supportive and the chair of governors, along with the schools business manager works closely with the headteacher in embracing changes and moving things forward.

The recently achieved award from Nursery World for outstanding relationships with parents sums up the positive engagement that the Nursery fosters with parents. At the time of the inspection, safeguarding procedures were up to date and adhered to well. Equality of opportunity is excellent and, along with the very good links with other agencies such as Portage, ensures that all children have access to all that the Nursery has to offer.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
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<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>1</b>  1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	1
<b>The effectiveness with which the school promotes community cohesion</b>	2
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

## Views of parents and carers

The overwhelming majority of parents have very positive views about Windham Nursery. Many expressed similar sentiments to the following comment made by one mother, 'Windham is an outstanding Nursery and my child is loving it.' And as a parent of a child in Jigsaw said, 'Jigsaw is a wonderful resource staffed by experienced and motivated professionals ' we feel privileged to have a place there.' All parents felt that their children enjoy school and are kept safe and healthy. Parents said such things as, 'The individual care and attention is exemplary and the ethos positive and strong.' Inspectors agree.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Windham Nursery to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 43 completed questionnaires by the end of the on-site inspection. In total, there are 75 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	84	7	16	0	0	0	0
The school keeps my child safe	38	88	4	9	0	0	0	0
The school informs me about my child's progress	30	70	9	21	0	0	0	0
My child is making enough progress at this school	28	65	12	28	0	0	0	0
The teaching is good at this school	39	91	4	9	0	0	0	0
The school helps me to support my child's learning	36	84	6	14	0	0	0	0
The school helps my child to have a healthy lifestyle	34	79	8	19	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	63	6	14	0	0	0	0
The school meets my child's particular needs	38	88	2	5	0	0	0	0
The school deals effectively with unacceptable behaviour	21	49	13	30	0	0	0	0
The school takes account of my suggestions and concerns	24	56	12	28	0	0	0	0
The school is led and managed effectively	38	88	5	12	0	0	0	0
Overall, I am happy with my child's experience at this school	41	95	2	5	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 October 2009

Dear Children

Inspection of Windham Nursery, London Borough of Richmond, TW9 2HP

It was lovely to meet you when I came to visit your Nursery. I enjoyed joining in some of the activities which you were doing.

Your Nursery is an excellent school and this means it is fantastic!

There are many things that you do well.

- You are very happy at Nursery and obviously really enjoy learning.
- There are lots of interesting things for you to try out. I know that you really like playing with the water and sand and washing the babies. Some of you really enjoyed dressing up as Rama and Sita, and all of you enjoy playing outside in your lovely garden.
- You have great teachers who look after you and support you very well. They really help you to make amazing progress in your learning so that you learn lots of new things quickly.
- Children who go to 'Jigsaw' also do very well.
- Your headteacher works really hard with the other grown-ups to make your Nursery very special.

There are a couple of things that I have asked the grown-ups to do.

- I have also asked them to look at ways of helping you to learn more about people who live in other parts of Britain and in other countries.
- When you first arrive at Nursery they check what you can do; this is good and they look at the progress that you make over the year. I have asked them to make sure that it relates to the latest information for young children so that it is more easily accessible for all your teachers.

I hope you continue to enjoy learning and making excellent progress at your wonderful Nursery.

Yours faithfully

Sue Vale

Lead Inspector

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