

# Windsor Centre for Children and Families

## Inspection report

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<b>Unique Reference Number</b>	104283
<b>Local Authority</b>	Wolverhampton
<b>Inspection number</b>	336275
<b>Inspection dates</b>	25–26 November 2009
<b>Reporting inspector</b>	Marion Thompson

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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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>	61
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Reverend Edwin Brookes
<b>Headteacher</b>	Angela Marshall
<b>Date of previous school inspection</b>	0 March 2007
<b>School address</b>	Windsor Road Off Parkfield Road Wolverhampton
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<b>Age group</b>	3–4
<b>Inspection dates</b>	25–26 November 2009
<b>Inspection number</b>	336275

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<b>Registered childcare provision</b>	Windsor Centre for Children and Families
<b>Number of children on roll in the registered childcare provision</b>	49
<b>Date of last inspection of registered childcare provision</b>	Not previously inspected

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 learning activities, held meetings with governors and staff, and spoke to parents and children. They observed the nursery and the centre's work and looked at a range of documentation including the nursery improvement plan, assessment information, safeguarding documentation, curricular planning, children's work and photographic evidence provided by the school. The team analysed the results of the 19 Ofsted questionnaires completed by parents and carers and looked at staff questionnaires.

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

- how well the senior team is working to help children to achieve well in reading, linking sounds and letters and calculation
- how effectively governors carry out their roles of monitoring, supporting and challenging the school and ensuring that safeguarding procedures are secure
- how well leaders and staff are working to help parents and carers to support their children better and what contribution this makes to the broader aspects of community cohesion.

## Information about the school

The Windsor Centre for Children and Families opened in March 2009 in a new building on the site of Windsor Nursery School. The centre has extended provision for a small number of 3-4 year olds and separate day care for 0-3 year olds. In addition, provision is made for a number of 2-year-old children who attend as part of a government pilot scheme. All the provision is under the control of the governing body. The range of services provided for children and their families has extended greatly since the centre opened and includes support and classes for parents and carers. Staffing has been greatly increased.

The nursery itself is very small and the majority of children are of Asian or Asian British origin, although other ethnic groups are represented. A high percentage of pupils are at the early stages of learning English. The proportion of children with special educational needs and/or disabilities is above that usually found. This includes a small number of children from the local special school. One of the two deputy headteachers was appointed in April 2008. The school has gained the Healthy School award.

**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

The Windsor Centre provides an outstanding start to children's education in virtually all aspects of the provision it makes. The ambitious vision for the centre, strongly advocated and clearly articulated by the headteacher, is based on a thorough analysis of its work and the needs of the children and their families. Planning is excellent and as a result children, including those with special educational needs and/or disabilities and those at the early stages of learning English, make excellent progress in their learning, personal development and behaviour. This has continued despite the rebuilding of the centre and the rapid expansion of its work. In this, the headteacher has had excellent support from a dedicated staff team. She also enjoys the high regard and trust of parents and carers, who greatly appreciate the work of the centre and rightly believe that excellent arrangements are in place to keep children safe. Governors provide good support and challenge in the main, but they acknowledge that they do not monitor the implementation of policies, especially those related to safeguarding, closely enough. Overall, the centre has excellent capacity to improve.

Children make excellent progress to reach levels of skills that are broadly in line with the expectations for their age by the end of the nursery. From a low baseline on entry to the nursery this represents good achievement. Skills in linking sounds and letters, reading and calculation are a little below expectations, but the strategies introduced by the senior team ensure they develop very well. Children have a real joy in learning through play and take on responsibilities very well. They attend regularly and explore the rich environment the centre provides in all settings actively, confidently and safely.

The close knowledge staff have of children, through adroit daily observation, is expertly used to plan next steps in an excellent curriculum which excites and challenges children of all ages to learn. However, opportunities for writing are sometimes a little uninteresting, especially in the outside area of the nursery. Teaching staff throughout the setting are reflective practitioners, who constantly strive to improve. They develop children's speaking and listening skills very well, through very well planned sensitive interventions. Children enjoy saying and performing rhymes, which also contribute very well to their language development.

In this highly caring environment, the promotion of equal opportunities and community cohesion is at the heart of the work of all staff. Meeting the needs of individual children and helping families to support their children better are embedded in daily routine. Relationships are characterised by mutual care and respect, so children feel secure and confident. The cultures and faiths of all children are celebrated, with parents often taking leading roles, for example in celebrating Diwali. This ethos ensures that all children thrive. Younger children and those who are in wrap-around care benefit from

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the same excellent provision. Children's rapidly growing awareness of how to live a healthy lifestyle and their excellent spiritual, moral, social and cultural development contribute towards the excellent preparation for their future lives.

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

- By September 2010:
  - ensure that governors review the impact of all policies thoroughly, especially those relating to safeguarding issues
  - plan more exciting opportunities for children to write, especially in the outdoor area.

**Outcomes for individuals and groups of children****1**

Children make outstanding progress in their learning and enjoy every minute of their time in the centre, busily socialising and investigating. They start with levels of skills that are well below those expected for their age, especially in communication and number, and reach levels around those expected by the time they leave. Children make most progress in developing personal and social skills. The development of speaking and listening skills is also extremely rapid, both for children at the early stages of learning English and those with language delay. Despite making excellent progress, levels of skills in reading, linking sounds and letters and calculation remain slightly below those of other children their age because there is so much catching up to do. There is little difference between the progress made by boys and girls, but the children who attend the longest make the most progress. This huge improvement in the basic skills of literacy, numeracy and information and communication technology (ICT) prepares them very well for their future learning. Children with special educational needs and/or disabilities, including those from a nearby special school, make excellent progress because provision is so closely matched to their needs and interests.

Children love attending, although attendance was only broadly average last year because of an outbreak of influenza. They feel secure and play safely with others, including those from different cultures. Behaviour is excellent because respectful relationships are modelled throughout the centre and children are constantly rewarded with approval for showing care to others. Children adopt healthy eating habits by choosing snacks and drinks, like fresh fruit and milk which are freely available at the 'cafe' during most of the session. Both in the nursery and other settings, children make excellent use of the wide range of challenging activities available for exercise, for example climbing frames for older children, and enjoy the fresh air. They wash their hands before eating and know about the importance of brushing their teeth. The centre has gained the Healthy Schools award for this work. They make an excellent contribution to the nursery and wider community, for example by taking responsibility for clearing up their toys and singing for parents during the 'Singathon'. Spiritual development is excellent, with children showing real wonder at the natural world.

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*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Children's attainment <sup>1</sup>	3
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>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>1</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?

Support to ensure the health and well being of children and their families is outstanding throughout the setting, especially for those whose circumstances have made them are vulnerable or at risk. Children and their families are warmly welcomed by the headteacher and staff every day into a bright and stimulating learning environment. Children settle in rapidly, forming trusting relationships with the 'key worker' in the small family group to which they belong. Self esteem and confidence grow rapidly, because children feel secure and transitions are extremely well managed. Parents feel at ease and form a productive partnership with the key worker, discussing children's progress and happiness on a daily basis. A detailed daily diary is sent to the parents of the small number of children with special educational needs and/or disabilities who arrive by taxi, to keep parents in the picture. Provision for children with special educational needs and/or disabilities and those at the early stage of learning English is excellent.

Access to the full range of services which families need is readily available, for example,

<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.

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wrap-around care for working parents or referrals for health issues. In addition, a wide range of classes are held to help parents to support their children better. During the inspection, parents participated in an excellent session on different ways of touching, exploring their own experiences honestly and openly. Systems to promote regular attendance and excellent behaviour operate effectively.

Daily monitoring of every aspect of children's development by key workers forms the basis of planning for the next day. Progress is carefully recorded in children's Learning Journey Books, which they are very proud of, as well as through formal tracking. As a result, the activities provided match children's needs very closely and build on their interests. For example, a shy and rather isolated child at the early stages of learning English was motivated to be more involved in learning because the key worker noted his interest in a particular subject and provided opportunities for him to take this further. Children are encouraged to develop independence and take on responsibilities, like registering themselves, making decisions about when to eat in the cafe and washing up afterwards. They choose when they want to visit the outdoor area and enjoy challenging activities, learning to share and take turns.

The learning environment is very well organised to cover all areas of learning, inside and out, offering children a wide range of stimulating experiences as well as opportunities for quieter play and reading. For example, one child was holding a book properly, turning the pages over carefully and 'reading' the story to his friends, who listened for an extended period. Opportunities for writing, however, are a little dull and low key, especially in the outdoor area. Interventions by teaching staff are extremely skilful and creative, especially in stimulating children to talk. For example, when two children were cutting from a catalogue, they were skilfully led into an extended discussion about Christmas presents.

*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>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<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?**

The vision of the headteacher has been key in developing this excellent centre. Self-evaluation is built on a close understanding of strengths and areas for development. Children continue to make excellent progress in their learning and personal development. Almost all aspects of leadership and management, including safeguarding, are excellent and the centre is extremely well placed to continue to improve. Leadership

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of teaching and learning and outreach work by the senior team is outstanding.

A wide range of strong and effective partnerships is used to enhance all aspects of the school's provision. Teaching staff are astute, because their management and development through daily team meetings and external partnership, including research opportunities, is outstanding. The governing body has been unstinting in the time it has given to recruiting new staff. Several governors are new to the role and provide good support and challenge in general terms. However, they recognise that the monitoring of the impact of policies, especially for safeguarding, is occasionally a little superficial. The school provides excellent value for money.

*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>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	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>	1
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

## Views of parents and carers

About a third of the families who attend the school are represented in the overwhelmingly positive responses. Apart from one person who feels that the school does not provide enough information about children's progress, they unanimously agree that all aspects of the school's work are positive. The inspection team fully endorses these views. As one parent who reflected the views of many wrote, 'I find Windsor to be an excellent place. The team cannot do enough to help and support you through any circumstances, related to your children's education or not.'



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

Ofsted invited all the registered parents and carers of children registered at The Windsor Centre for Children and Families 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 19 completed questionnaires by the end of the on-site inspection. In total, there are 61 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	68	6	32	0	0	0	0
The school keeps my child safe	13	68	5	26	0	0	0	0
The school informs me about my child's progress	13	68	5	26	1	5	0	0
My child is making enough progress at this school	11	58	8	42	0	0	0	0
The teaching is good at this school	10	53	9	47	0	0	0	0
The school helps me to support my child's learning	9	47	10	53	0	0	0	0
The school helps my child to have a healthy lifestyle	10	53	8	42	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)	8	42	9	47	0	0	0	0
The school meets my child's particular needs	9	47	10	53	0	0	0	0
The school deals effectively with unacceptable behaviour	8	42	9	47	0	0	0	0
The school takes account of my suggestions and concerns	9	47	9	47	0	0	0	0
The school is led and managed effectively	12	63	5	26	0	0	0	0
Overall, I am happy with my child's experience at this school	13	68	6	32	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.**



27 November 2009

Dear Children

Inspection of Windsor Centre for Families and Children, Wolverhampton, WV4 6EL

Thank you for helping us to have such a nice time when we visited your centre. Talking to you and to your parents and carers helped us to see how well the centre is doing. You all enjoy being at the centre so very much, so you will be pleased to know that it is helping you to learn very, very quickly and provides you with a really fantastic education. Grown ups call this 'outstanding'. You all settle in very well and really enjoy learning because of the excellent care staff give you.

We liked:

- the excellent progress you make in your learning
- your very good behaviour in class, the way you take on responsibilities like washing up your dirty dishes after you've had a healthy snack in the cafe, and the way you like running around and climbing
- the smashing care your key worker takes to make sure you are safe and happy, and the excellent support for children who find learning difficult or are new to learning English
- the exciting teaching and curriculum which provide you with really interesting things to do.

Your teachers, headteacher and other adults do a great job and they keep trying to do even better for you. We have asked the governors, who help your school, to look really carefully at whether the centre is doing what it says it does, especially in making sure you are all safe. We have also asked them to provide more exciting opportunities for you to write, especially outdoors.

We hope you will continue to enjoy your learning as much as you do now,

Yours sincerely,

Marion Thompson

Lead Inspector

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