

# Cippenham Nursery School

## Inspection report

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<b>Unique Reference Number</b>	109762
<b>Local Authority</b>	Slough
<b>Inspection number</b>	337369
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	Nina Bee

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>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Susan Arther
<b>Headteacher</b>	Jean Pocock
<b>Date of previous school inspection</b>	5 January 2007
<b>School address</b>	St Andrews Way Cippenham Slough SL1 5NL
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors made seven visits to the Nursery class and held meetings with staff, governors and parents. They talked to children, observed the school's work, and looked at policies, internal and external monitoring evidence, data concerning children's progress, teachers' planning and safeguarding documentation. Sixty-one parental questionnaires were analysed along with 19 staff questionnaires.

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

- Whether all groups of children, particularly those with special educational needs and those who speak English as an additional language, make outstanding progress.
- How well the school has addressed community cohesion.
- Whether the outstanding judgements for teaching and learning and effectiveness of leadership and management can be substantiated.

## Information about the school

This 78 place Nursery currently offers 134 children part-time education. Since the previous inspection the Nursery has moved into a new building and the number of staff has increased. Just over a third of the children come from White British backgrounds. Many different minority ethnic groups are represented in the school, the largest being children from Pakistani and Indian families. The proportion of children identified with special educational needs is slightly above average. The number of pupils who speak English as an additional language is high as is the number who are at an early stage of learning English.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

This happy, friendly Nursery provides a good quality of education for children. Relationships between home and Nursery are outstanding. Parents and carers are overwhelming supportive of all that is done for their children. They particularly value the personal attention that their children receive and how quickly they settle. Induction procedures are very thorough and children are extremely well prepared to start Nursery. Another positive feature is the way adults are welcomed into school to help settle children into their new routines. For example, they help their children self-register as they add their name to a board. All children are exceptionally well cared for. The high quality care is a result of careful planning to ensure that children are safe and secure in all that they do.

Children from many different backgrounds get on very well together and their behaviour is exemplary. They quickly gain confidence and the willingness to try new experiences. From below average starting points all children learn well and make good progress. Children with special educational needs are sensitively supported by adults enabling them to succeed as well as their friends. Effective support for children who are at the early stages of learning English ensure that they, too, achieve well. Occasionally, higher-attaining children are not given enough suitable activities to enable them to develop their early writing skills. The good curriculum promotes all areas of learning well. An excellent feature is the way regular visits to the local forest extend children's knowledge of the outside world. They learn lots about the animals and birds that live in the forest and develop their personal and social skills well as they mix with people in the local community. By the time children leave, most of them reach expected levels in personal and social skills, problem solving, reasoning and number and physical development. Attainment is slightly lower for communication, language and literacy, creative development and knowledge and understanding of the world. This is because the majority of children enter school with limited language skills.

Through careful monitoring and self-evaluation, the leaders and managers have an accurate understanding of the school's strengths and areas for development. They are keen to move teaching from good to outstanding. However, current monitoring of teaching is not focused sufficiently on how children are learning. Feedback from lesson observations does not always provide teachers with clear targets for improvement. There is a good plan of action to promote community cohesion. Children have good opportunities to mix with others from different backgrounds in school and when they take part in national festivals. There have been some good improvements since the previous inspection. As well as successfully addressing issues from the previous inspection, the headteacher and her team have developed an interesting, relevant and

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exciting curriculum in their new building and grounds. As a result, sessions run smoothly, particularly as all adults have a good idea of how these young children learn. These successes indicate that the school has a good capacity to improve further.

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

- Improve the monitoring of teaching so that teaching moves from good to outstanding by:
  - ensuring that lesson observations focus on the quality of children's learning
  - giving all staff clear targets on what is needed to improve children's learning.
- Ensure that higher-attaining children are given more challenging activities as they develop basic writing skills.

**Outcomes for individuals and groups of children****2**

During all activities observed, inside or out, children were seen to have excellent relationships with the adults who work and play with them. Individual needs are well catered for. As a result, all children, including those with special educational needs and those who speak English as an additional language, achieve well. Children thoroughly enjoy all that is on offer. All areas are well resourced and the atmosphere is calm and conducive to good learning. Children were seen being effectively supported and learning well as they made models using recycled materials. They thoroughly enjoyed the challenge of deciding whether to use sellotape or glue and were proud of their final achievements. Outside, children developed good physical skills from activities such as riding bikes and driving cars. Others successfully learnt how to work in small groups as they played percussion instruments to a compact disc of nursery rhymes and became part of a band. Learning occasionally slows when children who write recognisable letters and sounds are not given suitable activities to enable them to move on to the next step of learning. By the end of Nursery, children's attainment is broadly as expected for their ages although slightly lower in some aspects of language and literacy.

The Nursery caters well for children's spiritual, moral, social and cultural development. They learn to celebrate values and traditions of others, for example, by learning about the Chinese New Year. Children quickly learn to share, take turns and play safely because all adults have high expectations regarding behaving appropriately and ensuring safety. All children show a good understanding of the importance of eating healthily as they munch fruit and drink milk or water during snack times. The healthy lunch club encourages children to bring healthy packed lunches and eat them in a lovely social atmosphere where the importance of eating healthily is promoted well. Children also practise good hygiene, learning to wash their hands before they eat and this helps them to keep safe. When the children move on to their next school they are well prepared. Transition arrangements are effective and aid their move.

*These are the grades for children's outcomes*

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<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</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	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<b>The extent to which children feel safe</b>	<b>2</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>2</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>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Sessions are well organised and resourced with a good variety and balance of adult-focused activities and those that the children choose themselves. Both in the classroom and in the secure outside area, the environment is an exciting place to learn. The outside area is very well resourced and used extremely well to promote learning in all areas. Three small classroom areas, situated around the playground, enable children to have lots of opportunities to learn in small groups. For example, each day all children have good opportunities to develop a love of books. Children were seen thoroughly enjoying listening to adults telling stories. Areas where children can use their imagination and play are exciting and well resourced. Children were seen excitedly dressing up as witches and wizards and reading books about Meg and Mog. Teamwork among the adults is excellent and this contributes to the good learning that takes place. Excitement, enthusiasm and enjoyment are evident wherever the children are learning and playing.

The way children are looked after and cared for is outstanding. The strong focus on developing personal and social skills in this caring environment results in all children getting on very well with each other. A special feature of the Nursery is the way that children are organised into 'home groups' with key adults allocated to each group. This enables children to get to know them and develop the confidence to turn to them if they

<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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have any concerns. Children with specific needs are effectively supported to enable them to make similar progress to their friends.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher promotes equality well by ensuring that all groups of children make good progress and have access to good quality teaching. This vision has been effectively shared with staff and all are ambitious and have a high commitment to improvement. The headteacher and her senior leader have recognised that good teaching now needs to be improved to outstanding, and appropriate training for staff has already been organised. The curriculum makes a good contribution to promoting community cohesion by ensuring that children have plenty of opportunities to learn about other cultures in school and developing a clear plan of action. Currently, leaders and managers do not sufficiently evaluate the considerable work already being done and its impact on children. However, this has been recognised and there is a good awareness of the need to improve this aspect of the school's practice. The Nursery engages very successfully with its parents and carers. As a result, parents are very happy with the experiences that their children receive. Governors are proud of the achievements in the Nursery and of their contributions to the process. They are an enthusiastic group who are effectively informed and so support and challenge the school well. The health and safety of the children is taken seriously and at the time of the inspection fulfils all safeguarding requirements. Staff and governors work well together to ensure that children play and learn in a secure and safe environment.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2

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<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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Views of parents and carers**

The parents and carers who spoke to the inspectors and those who returned questionnaires are very happy with all that the Nursery does. They comment that their children cannot wait to get to Nursery each day and that when their children are ill they still want to attend. They feel that the Nursery is beautifully organised and well planned and that individual needs are well catered for. Everyone feels that the children are very well looked after and cared for and taught well. Inspectors fully endorse the views of the parents and carers. A few parents and carers feel that they are not well informed about their children's progress. Discussions with the headteacher indicate that parents' are invited to share the children's' Profile Books with teachers regularly. It is early on in the first term and there has not been one arranged yet.



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

Ofsted invited all the registered parents and carers of children registered at Cippenham Nursery School 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 61 completed questionnaires by the end of the on-site inspection. In total, there are 134 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	79	13	21	0	0	0	0
The school keeps my child safe	46	75	15	25	0	0	0	0
The school informs me about my child's progress	26	43	27	44	6	10	1	2
My child is making enough progress at this school	33	54	23	38	4	7	0	0
The teaching is good at this school	40	66	19	31	0	0	0	0
The school helps me to support my child's learning	33	54	20	33	5	8	0	0
The school helps my child to have a healthy lifestyle	33	54	24	39	3	5	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)	20	33	24	39	3	5	0	0
The school meets my child's particular needs	29	48	25	41	2	3	0	0
The school deals effectively with unacceptable behaviour	27	44	24	39	1	2	0	0
The school takes account of my suggestions and concerns	32	53	22	36	2	3	0	0
The school is led and managed effectively	41	67	14	23	1	2	0	0
Overall, I am happy with my child's experience at this school	47	77	12	20	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



5 November 2009

Dear Children

Inspection of Cippenham Nursery, Slough SL1 5NL

We thoroughly enjoyed our visit to your lovely Nursery. We thought that your new classroom was one of the biggest we had ever seen and was full of lots of exciting and interesting things for you to do. We could see that you really enjoyed dressing up as wizards and witches and reading about Meg and Mog. The area that you have to play outside is great. We could see that you especially like driving the cars and riding on the bikes. Those who look after you at home think you go to a good Nursery and they are right.

These are the main things we found out about your school:

- You all get off to a good start in the Nursery.
- You learn well because teaching is good.
- The way you are looked after and cared for is outstanding.
- Your behaviour is excellent.
- You learn lots when you go on visits to the forest.
- By the time you leave you reach levels that are similar to those expected for your ages.

We have asked the school to do two things to improve the education you receive:

- Make sure that teaching is checked more often so that you all make the very best progress in all that you do.
- Check that when you start to write letters and sounds you are given more help to improve your writing.

Keep smiling, working hard and having fun as you learn.

Yours sincerely

Nina Bee

Lead inspector

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