

# West Kidlington Nursery

## Inspection report

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<b>Unique Reference Number</b>	122979
<b>Local Authority</b>	Oxford
<b>Inspection number</b>	340251
<b>Inspection dates</b>	9–10 February 2010
<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>	53
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Darren Rochford
<b>Headteacher</b>	Phillip Marples (acting)
<b>Date of previous school inspection</b>	6 May 2007
<b>School address</b>	Oxford Road Oxford OX5 1EA
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent around three quarters of the time looking at learning. They visited seven lessons, and saw all five staff in the nursery teach. They held meetings with a governor, staff, children and both the acting headteacher and the substantive headteacher. They observed the nursery's work, and looked at assessments of the progress of individuals and different groups of children, and records of its own observations of lessons. They examined the action plan, planning and other documentation, along with 26 questionnaires from parents and carers.

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

- how effectively children's progress and development are assessed and used to help move them on to the next steps in their learning, particularly for underachieving groups and vulnerable children
- how effective the nursery is in supporting those children who are new to learning English.

## Information about the school

West Kidlington Nursery is an attached nursery situated in the grounds of West Kidlington Primary School. It draws its children from a diverse range of cultural and social backgrounds. There is a full range of abilities of children entering the nursery. Around 20% of children are identified with special educational needs and/or learning difficulties of which the majority are related to communication and language difficulties. There are increasing numbers of children who are new to learning English. Children attend either a morning or an afternoon session. The majority of children transfer to the adjoining primary school. Although the nursery is separate from the main school, it shares the same governing body, the same buildings and the same headteacher. There is a privately run pre-school playgroup on site (Skips) which was not part of this inspection.

**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

During their time in the nursery at West Kidlington, children receive a good start to their education. Parents and carers are genuinely happy with what the nursery offers. They agree that the nursery provides outstanding care for their children. As one mother commented, 'My child has already thrived since starting at nursery in September.' The nursery ethos is built on a foundation of core values, such as honesty, respect, responsibility, tolerance, peace and happiness. This permeates every aspect within the nursery and is a major contributor to the outstanding spiritual, moral, social and cultural development of the children, as demonstrated by their excellent behaviour and high level of consideration for one another. As a result, children feel extremely secure, are very happy and thoroughly enjoy being at the nursery.

The school's own assessments, supported by the evidence seen during the inspection, show that the children begin nursery with skills and abilities that are below those expected for their age. Good teaching, with some outstanding elements, and a good insight into individuals' interests and abilities, enable the children to rapidly gain in confidence and try out new things. This helps them to make good progress. There is equally good provision for children with learning difficulties and/or disabilities. Good links with a range of outside agencies and early intervention by the nursery ensure that these children also make good progress from their starting points.

Collaboration between learners is actively encouraged by adults at the nursery in order to help raise children's self-esteem and confidence. This provides them with a strong foundation for the next stage of their education. As a result, children progress well towards the goals expected of them in both their academic and personal development. The curriculum is broad and well planned, with practical and engaging activities that allow children to learn through play. The free flow of movement between the inside and outside areas means that children widen their learning experiences and grow in confidence. Children really appreciate and enjoy their time in the garden. It was a delight to see how involved children were when climbing on the climbing frame.

Parents ensure that most children attend the nursery regularly. However, despite concerted efforts by the nursery to encourage good attendance from all, a few children miss too many sessions to benefit fully from what the nursery offers.

Observations by staff of what children know, understand, and can do are used well to feed into the planning of what they need to do next. There is a good mix in the planning of what staff have identified is the next step to improve the children's learning and their own individual interests. While the sharpness of day-to-day assessment helps staff to provide well for all children, analysis of the progress of different groups over time is not

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quite as clear. This reduces the sharpness of the overview for ensuring that current quality is maintained. In spite of this, the nursery's capacity to sustain improvement is good, due to the clarity of all other aspects of self-evaluation. This is shared by all staff, who collaborate well and, along with the keen and supportive governing committee, are clear about the strengths and areas for development. This informs a very specific and well-focused action plan that has ensured that strengths in children's achievement and well-being have been well maintained since the previous inspection.

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

- Ensure that there is a thorough analysis and overview of the progress of different groups of children in order to ensure that provision continues to be effective for all.
- Encourage more regular attendance from the families whose children miss too many sessions to benefit fully from what the nursery offers.

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

From below-expected starting points children achieve well, so that by the end of nursery the attainment of the majority of children is in line with what is expected for their age. It is above this for some children. The children who are new to learning English and those identified with specific learning difficulties make equally good progress from their starting points. Children make good progress in developing spoken English, including the increasing numbers of children who are new to learning the language. For example, many children are able to recognise and write their own names. Some children are able to count and match numbers correctly to five, as was seen when a group were outside playing with a giant dominoes game. Children demonstrate how very happy they are to be here by their outstanding behaviour. For example, two children were playing ten-pin bowling outside in the garden. They cooperated very well together in picking up the pins and taking it in turns to knock them down, showing mature behaviour for their age.

Children really enjoy being in the stimulating learning environment and are very keen to learn, and try out new experiences. Their outstanding spiritual, moral, social and cultural development was seen during a very moving circle time, reflecting the ethos that underpins the education at West Kidlington. Children chose a natural object from a basket, such as a fir cone or shell, and then were asked to reflect on their object when the candle was lit. The children showed an amazing understanding of the wonder of the natural world as they looked at their objects. A pin could have been heard drop; their concentration was exceptional for children of this age. The teacher then led the children in discussion about what their objects looked like. Children showed very good language development. For example, one child described her fir cone by saying, 'Well there are spiky bits and pointy bits on it.'

*These are the grades for children's outcomes*

<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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<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>	2
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>1</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>	3
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

**How effective is the provision?**

All adults manage the children very well, and have exceptionally well-established routines that help the children to feel extremely safe and nurtured. A range of high quality partnerships, including links with speech and language therapists and other external agencies, contribute greatly to the children's achievement and well-being. Close links with the pre-school playgroup, also on site, help children to quickly settle into the nursery. There are equally strong links with the adjoining school and children are treated and feel as though they are part of the whole school community. Most children move on to the adjoining school and the close partnership ensures that they do so smoothly and happily. The calm, purposeful, caring atmosphere, along with the stimulating curriculum and varied and exciting activities on offer, ensures that children work happily and have many opportunities to find things out by exploring and playing. Teachers are experienced and skilled in providing challenges for pupils of different levels of ability. Regular observations and discussions about individual children's interests ensure that the needs of all are fully integrated into planning for the next steps in learning. Teachers are good at allowing children to develop their own interests and abilities independently. This was seen when a group of boys were playing in the baby clinic. They developed their role play to not only looking after the babies in their care but to a considerably high standard of interaction, for example when booking appointments and 'waiting to see the doctor'. The majority of adults are very skilled in the way they question children and help them to develop new vocabulary and understanding about what they are doing. This was seen in a craft activity where

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children were sticking different materials onto paper. The teacher skilfully questioned the children, asking if they had found a bumpy piece of paper or a smooth one. The children responded well by appropriately using the correct vocabulary to describe what they had used. There is a very effective emphasis by experienced teachers on the development of children's spoken language through other curriculum areas. A few teachers are not as experienced and there are occasionally some missed opportunities to develop children's spoken language.

*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 nursery is well led and managed with very strong teamwork amongst all staff. Collaboration and commitment and a strong belief in the core values underpin the way that the nursery is run. All staff share the ambition of improving their nursery further and work effectively together to this purpose. The governors are fully supportive and aware of the strengths and areas for development. Safeguarding procedures are well organised and adhered to, and risk assessments for the safety of the children are regularly and efficiently carried out. The nursery has an open-door policy encouraging parents/carers to come and talk to them about any concerns they may have about their children. These successfully help to promote good relationships between home and school which begin from when the staff visit family homes before the children start. The nursery has a strong and effective commitment to ensuring that all children have equal opportunity to thrive and that there is absolutely no discrimination. It uses its considerable knowledge of each child's individual needs and interests extremely well to secure this. Community cohesion is good, with strong links with local and international communities, for example links with a school in Uganda. There are less developed links with other communities elsewhere within the United Kingdom.

*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>
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<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
<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>2</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	2
<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>	2

**Views of parents and carers**

The majority of parents are very happy with what the nursery provides and the education their child receives. Although just over half the parents responded to the questionnaire, very few wrote any comments. A small number of parents expressed concern about the progress their child was making. Inspectors found that all children make good progress in their learning and development at West Kidlington Nursery.



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

Ofsted invited all the registered parents and carers of children registered at West Kidlington 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 53 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	65	8	31	1	4	0	0
The school keeps my child safe	14	54	12	46	0	0	0	0
The school informs me about my child's progress	10	38	14	54	1	4	0	4
My child is making enough progress at this school	10	38	14	54	2	8	0	0
The teaching is good at this school	11	42	15	58	0	0	0	0
The school helps me to support my child's learning	8	31	17	65	1	4	0	0
The school helps my child to have a healthy lifestyle	8	31	18	69	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)	5	19	15	58	2	8	0	0
The school meets my child's particular needs	10	38	14	54	2	8	0	0
The school deals effectively with unacceptable behaviour	10	38	13	50	1	4	0	0
The school takes account of my suggestions and concerns	11	42	11	42	1	4	0	0
The school is led and managed effectively	8	31	16	62	1	4	0	0
Overall, I am happy with my child's experience at this school	14	54	12	46	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

	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.**



10 February 2010

Dear Children

Inspection of West Kidlington Nursery, Oxford OX5 1EA

Your nursery is a good school.

There are many things which you do well.

- You are very happy and like coming to your nursery.
- Your spiritual, moral and social development is outstanding and reflects the values which underpin your nursery's ethos.
- There are many interesting things for you to try to have a go at.
- You really enjoy playing in the lovely outside learning areas.
- You have good teachers who look after you and arrange many different activities for you to try out.
- You receive excellent care during your time at nursery.
- The nursery is well led.

I have asked your teachers to look at how well you are all doing more closely, to make sure that all of you are learning as well as you possibly can. I would also like the staff to really encourage all of you to come to the nursery every day, so that you do not miss out on all of the good things there. I hope that you will explain to your families how much you enjoy nursery and try to go every day.

Yours sincerely

Sue Vale

Lead Inspector

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