

Kenilworth Nursery School

Inspection report

Unique Reference Number	125488
Local Authority	Warwickshire
Inspection number	340779
Inspection dates	28–29 January 2010
Reporting inspector	Bogusia Matusiak-Varley

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

Type of school	Nursery
School category	Maintained
Age range of pupils	3–5
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Mandy Brougham
Acting Headteacher	Mrs Rachel Gillett
Date of previous school inspection	21 March 2007
School address	Kenilworth Nursery School Bertie Road Kenilworth Warwickshire CV8 1JP
Telephone number	01926 853394
Fax number	01926 863582
Email address	admin1020@we-learn.com

Age group	3-5
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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

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Introduction

This inspection was carried out by two additional inspectors. The inspectors spent over half of the inspection time observing one teacher and three senior early years educators in eight part lessons and several shorter sessions. They held meetings with the Chair and Vice-Chair of the Governing Body, various members of staff, as well as speaking with parents and carers and children. They observed the school's work, and looked at a range of documentation including lesson planning, assessments of children's progress, the school's development plan, policies, monitoring documents and governors' minutes. They also took account of the 41 responses received from parents and carers to the inspection questionnaire.

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

- the achievement of different groups of children
- the nursery's success in maintaining high quality provision resulting in children's excellent rates of progress
- the effectiveness of the new leadership team, including the governing body, in driving improvements.

Information about the school

The nursery offers 80 part-time places for children. The nursery became part of an integrated Children's centre in April 2008. It consists of three aspects: the nursery school, the Nurture Nursery which caters for children aged 2 years and 6 months and upwards, and the Family Partnership Centre which offers support for mothers with new-born babies and families. The provision is overseen by the acting headteacher, who has been in post since September, and the governing body. The nursery has paid wrap-around lunch provision for working parents and carers. The vast majority of children are of White British heritage and the proportion of children with special educational needs and/or disabilities is slightly below that seen nationally. The nursery has Healthy Schools status.

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 nursery provides an excellent quality of education for the children. Its excellent links with staff at the Children's Centre ensure that parents and carers receive very well co-ordinated support. 'We are delighted with not only our children's excellent progress in learning but also with the support we receive as parents,' said one delighted parent speaking for many.

The majority of children join the nursery with skills that are appropriate for their age in all areas of learning. By the time they leave for their Reception classes, attainment is high and the vast majority exceed the expectations of children of this age in all areas of learning other than writing where they meet the expectations for their age. Children make outstanding progress in all areas of learning but there are some missed opportunities to engage children who are ready for writing in forming their letters correctly. All children achieve high levels of economic well-being because of the use of very good information and communication technology skills, speaking and listening and collaboration skills. Children are exceptionally confident, happy and love learning. Behaviour is exemplary. The main reason why children achieve so well is because their uniqueness is recognised. Highly devoted and competent staff nurture this and encourage them to verbalise their thinking and challenge them into new areas of understanding.

Outstanding care, guidance and support, coupled with excellent teaching and learning and a vibrant curriculum which is underpinned by many creative experiences contribute to the children's successes. From the outset, children's behaviour is excellent because staff provide first-rate role models. Children feel secure, loved and supported. 'It's great here,' said one young child, 'You get to try everything and you are always helped. I wish I could be here forever!' Outstanding partnerships with parents, carers and staff from the centre ensure that trusting relationships are set up from the start. 'The headteacher is our rock,' said one happy mother, 'You just know that the staff treat all children as if they were their own.' Children with special educational needs and/or disabilities make excellent progress because all staff understand their needs and tailor learning opportunities for them to experience constant success. Recent excellent evaluation of the nursery's strengths and areas for development has resulted in boys having extra activities for writing outdoors. They are making better progress as a result.

Children have excellent knowledge of healthy eating and their lunchboxes are a tribute to both staff and parents and carers. Children have very good knowledge of

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safe practices; they watch out for one another outdoors and follow safety rules. Children's spiritual, moral and social development is outstanding and cultural development is good. They are fully engaged in all aspects of the school community and have good knowledge of Diwali and Chinese New Year. However, they do not know enough about other cultures of the United Kingdom.

The nursery is so successful because it does not rest on laurels of past success. Excellent leadership, good involvement of the governing body, strong teamwork and staff's expert knowledge of how children learn ensure that the school has outstanding capacity for improvement. Excellent and thorough self-evaluation has resulted in very good improvement since the last inspection. Children have made excellent progress in learning letters and sounds and boys are becoming even more engrossed in learning through the excellent development of outdoor play.

What does the school need to do to improve further?

- Provide more opportunities for children who are ready for writing to develop correct letter formation in their everyday play activities.
- Ensure children have more opportunities to learn about the cultures that make up the United Kingdom.

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

Children thrive in their learning because the vast majority of them have previously attended many activities in the Children's Centre. The children are resilient learners. They finish what they start, ask questions and persevere with tasks even when they are difficult. This prepares them very well for their next stages of learning. For example, when wanting to extend the railway around the bookshelf, two children tried out various possibilities until they got it right. 'We could put the track here but it might make the engine driver dizzy, going around in a big circle,' was just one of the measured responses. Children's very good attitudes to learning and their emerging fascination about the world around them are the direct result of exceptionally well planned learning activities and the outstanding relationships they have with their key workers. Children squealed with delight when constructing their den. When they realised that only two, not three of them, could fit into the cardboard box, and wanting to be together, they found a bigger box and solved their problem independently.

There is no significant difference in the achievement of different groups. All children make outstanding progress in relation to their prior attainment because staff are very skilled at identifying the next steps of learning. Children take turns building roads in the sand pit and use information and communication technology skills very effectively to enhance their learning by drawing buildings and identifying shapes. They wear hard hats in the building area, know the reasons for not running inside and the importance of using 'magic gel' to clean their hands before they eat the fruit or begin

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baking. Very good knowledge of healthy lifestyles is demonstrated during snack time when children fully accept that raisins are better for you than chocolate and that too much sugar can be harmful. Attendance levels for the children who are not yet of statutory school age are good.

These are the grades for children’s outcomes

Outcomes for children in the Early Years Foundation Stage	1
Children’s achievement and the extent to which they enjoy their learning	1
Taking into account:	
Children’s attainment ¹	1
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
The extent to which children feel safe	1
Children’s behaviour	1
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	2
The extent to which children develop skills that will contribute to their future economic well-being	1
Taking into account:	
Children’s attendance ¹	2
The extent of children’s spiritual, moral, social and cultural development	1

How effective is the provision?

Consistently high quality teaching and learning are at the heart of the nursery’s success. Teaching in this nursery is characterised by a passion for children’s welfare, independence and success in learning. The staff’s quiet purposeful manner, good eye contact, and calm but firm use of voice, instil confidence in the children as they know that they are supported. Excellent use of assessment, carefully recorded, backed up with photographic evidence, clearly identifying the next steps in learning, contribute to all staff knowing what children need to do next. However, children who are ready for writing are sometimes left on their own without the key worker modelling the correct orientation of letters. This results in children not paying enough care and attention to how they form their letters.

The curriculum places a strong emphasis on learning through multi-sensory experiences and this contributes to children’s outstanding progress. Provision is exceptionally well organised and, therefore, children are very familiar with routines. Excellent resources, ranging from simple large cardboard boxes to glittery sequins and a very well maintained outdoor area contribute to children’s high levels of

¹ 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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motivation.

Both in the nursery and in the Centre, parents and carers are seen as true partners in learning. ‘Learning is a family thing at Kenilworth Nursery and Children’s Centre,’ say delighted parents.

These are the grades for the quality of provision

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

How effective are leadership and management?

Highly rigorous and accurate self-evaluation, coupled with improving on previous best performance, lie at the core of the nursery’s success. The acting headteacher has built on the nursery’s previous strengths. She has won the hearts and minds of parents and carers and staff who support her ambitious vision for the nursery. ‘We all pull in the same direction,’ said one staff member speaking for many. ‘If anything helps the child we will do it,’ said another. This shared determination has made the nursery a place other practitioners visit to learn from staff’s best practice. Initiatives introduced this term are already having a positive effect on boys’ improvement in describing their feelings and choosing writing activities outdoor. Excellent liaison with outside agencies, and outstanding links with primary schools and parents and carers, underpin the first-rate provision for all children including those with special educational needs and/or disabilities.

A very focused school development plan provides clear educational direction so that everyone knows what is expected of them. Information from rigorous analysis of children’s progress and the quality of teaching and learning is shared with governors. This ensures that they execute their duties effectively, especially in identifying any aspects of underperformance. However, evaluation of cost effectiveness of the spending decisions is at the early stages of development. As yet, the governing body is not seeking independent opinions about nursery life. For example, the impact of the excellent range of courses staff have taken has not been analysed in relation to the impact they are having on children’s progress. The governing body has been very proactive in ensuring that the excellent systems of safeguarding have been implemented and understood by all. The good work to promote cohesion within the nursery and local community has not been extended to more distant areas. The governing body is highly effective in ensuring all children have full access and equality of opportunity is regularly monitored.

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These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents and carers are unanimous in their praise of the nursery. They speak very highly of the very positive relationships with staff, the excellent progress their children make and the very high quality care, guidance and support given both to them and their children. Inspectors fully endorse these positive views. A small minority of parents and carers expressed views that they did not have enough information on their children's progress. Inspectors found that the open door policy, and excellent individual learning journeys detailing children's progress, provide ample opportunities for parents and carers to ask teachers about their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Kenilworth 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 80 children registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	90	4	10	0	0	0	0
The school keeps my child safe	35	85	6	15	0	0	0	0
The school informs me about my child's progress	22	54	13	32	5	12	1	2
My child is making enough progress at this school	30	73	11	27	0	0	0	0
The teaching is good at this school	32	78	9	22	0	0	0	0
The school helps me to support my child's learning	23	56	16	39	2	5	0	0
The school helps my child to have a healthy lifestyle	30	73	11	27	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)	30	73	11	27	0	0	0	0
The school meets my child's particular needs	32	78	9	22	0	0	0	0
The school deals effectively with unacceptable behaviour	31	76	10	24	0	0	0	0
The school takes account of my suggestions and concerns	27	66	14	34	0	0	0	0
The school is led and managed effectively	28	68	13	32	0	0	0	0
Overall, I am happy with my child's experience at this school	38	93	3	7	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 all 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



1 February 2010

Dear Children

Inspection of Kenilworth Nursery School, Kenilworth, CV8 1JP

We thoroughly enjoyed our time with you, your teachers, parents and carers and governors. We liked talking with you and watching you play and learn. Thank you for talking with me and telling me all about the wonderful things you do, like growing vegetables, making dens and baking. Your nursery is outstanding and your parents and carers think so too. These are the things that we found out about your nursery.

- All of you make excellent progress in learning, especially in speaking and listening.
- You are very well prepared for moving on to your next schools because of the high levels you attain in all areas of learning.
- Teaching is outstanding and your teachers do all they can to help you learn.
- You are very clever at understanding healthy eating and keeping yourselves safe.
- You are exceptionally well looked after and the nursery, both indoors and outdoors, is a safe place to learn.
- You behave very well and you have excellent attitudes to learning.
- Your nursery is exceptionally well led and managed and your teachers are always striving to do their very best for you.

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

- help those of you who find learning easy and are ready for writing to form your letters correctly
- provide more opportunities for you to learn about customs and beliefs of children who come from different countries and live in the United Kingdom.

Keep smiling and working hard.

Yours sincerely

Bogusia Matusiak-Varley
Lead inspector

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