

Westminster Nursery School

Nelson Street, Crewe, Cheshire, CW2 7LJ

Inspection dates

4–5 November 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The high expectations and dedication of the headteacher and staff ensure that children's learning is effectively developed and children are well prepared for their Reception Year when they leave nursery.
- Teaching over time is consistently good. Staff know children's skills and abilities well. They use this knowledge to make sure children's needs are well met by planning activities that interest children.
- Children's achievement in their personal, social and emotional development is outstanding and they achieve well in other areas of learning. They settle well in nursery and show confidence and independence in their learning as they happily choose their own activities and cooperate well with other children in their play.
- Disabled children and those with special educational needs achieve extremely well owing to the high level of support from staff, and productive links with other professionals supporting the children.
- Children's behaviour is outstanding. Children are enthusiastic about their learning and show a very good understanding of the routines of nursery.
- Children show a strong sense of security in this warm and welcoming nursery. The school works well to ensure children are kept safe.
- The school has an excellent relationship with parents who appreciate being involved in their child's learning. The parents of children whose first language is Polish praise the help from staff who speak Polish.
- The governing body provides support and challenge to the headteacher in making sure the school provides a good start for children. They have worked with the headteacher to bring about improvements to the safety of the school and to ensure that staffing levels continue to meet children's needs effectively.

It is not yet an outstanding school because

- Systems to track how well children are learning do not yet give a clear picture of how well different groups of children are learning, or help the school to measure the impact of improvements it makes on children's achievement.
- At times, staff do not take the chances that arise to challenge children to think hard, or extend the vocabulary of the most able children.

Information about this inspection

- The inspector observed a range of sessions or part sessions.
- Meetings were held with the Chair of the Governing Body, the lead teacher, and other staff. A telephone meeting was held with a representative from the local authority.
- The inspector observed the school's work and looked at a number of documents, including the nursery's information on children's current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, and documents relating to safeguarding.
- The inspector took account of 10 responses to the online survey (Parent View). The inspector spoke to several parents and carers when they brought their children to nursery and took account of the staff questionnaire responses.

Inspection team

Elaine White, Lead inspector

Additional Inspector

Full report

Information about this school

- This is an average sized nursery school. Children attend part time, mainly for morning or afternoon sessions, although children can attend for a full day. The school offers care for children at lunchtime on days where there is sufficient demand.
- The majority of children, currently 65%, join the nursery at an early stage of learning English as an additional language. Most are of Polish origin.
- The proportion of disabled children and those who have special educational needs supported through early years action is below average. The proportion of children supported through early year action plus is below average. There are two children on roll with a statement of special educational needs.
- The nursery shares good practice with other schools in the area.
- Since the last inspection there have been some changes in teaching staff.

What does the school need to do to improve further?

- Improve the quality of leadership and management by implementing and developing the school's new system to track how well children are learning, so that:
 - the school has a clear picture of the achievement of different groups and can more accurately measure the impact of improvements it makes on children's achievement
 - the governing body can more fully hold the school to account.
- Ensure that staff consistently challenge children to think hard, and extend the vocabulary of the most able children.

Inspection judgements

The leadership and management are good

- The headteacher is passionate about ensuring the best possible outcomes for children. She is ably supported by a team of committed and dedicated staff who are skilled in promoting children's good progress and exceptional behaviour.
- Effective management of teaching ensures that teaching over time is consistently good. Staff attend relevant training to enhance and develop their skills.
- The headteacher and staff provide a warm, harmonious environment in which all children are positively valued and included. The school works very well to ensure that all children have equal chance to achieve well whatever their needs, background, language or culture.
- Improvements to the outdoor environment have made this a more exciting and stimulating area for children. Changes have also been made to the way in which staff are used to meet children's needs more effectively. For example, the way in which staff who speak Polish work with children has been developed.
- Systems for improving the tracking of children's learning have also been developed but this is too recent for the impact to be shown. Staff track individual children's learning well, but at present the school does not have a clear picture of how well different groups of children achieve in the areas of learning, or a clear view of the impact of the improvements it makes. As a result, leaders are not in a completely secure position to identify any gaps in provision.
- Children benefit from an interesting curriculum, which is linked to their interests. For example, they enthusiastically drew pictures of fireworks using chalk in the outdoor area, after watching a film of a firework display. Children's understanding of different cultures and backgrounds is well developed and this helps to prepare them for life in modern Britain. They enjoy activities relating to different festivals, and the nursery's links with a school in the United States of America are used well to develop their understanding of how other people live.
- An excellent partnership exists with parents. Parents feel very well informed and involved in their children's learning. They report that their children enjoy nursery and are making good progress in learning. Parents for whom Polish is their first language praise the work of Polish speaking staff in aiding the high level of communication between staff and parents.
- Safeguarding arrangements meet statutory requirements. Arrangements are effective in keeping pupils safe and secure, so that they are confident, happy and relaxed in the nursery.
- The local authority provides light touch support to this good school.
- **The governance of the school:**
 - Governors are very knowledgeable about the school. They play an active part in developing future plans and are supportive of the headteacher. They provide a good level of challenge, for example in driving forward plans to improve school safety. Governors have a good understanding of the quality of teaching and how teachers' performance is managed. They work well with the headteacher to ensure that the staffing structure meets the needs of the children attending. Finances are well managed. Governors are informed about the progress of individual children but do not as yet have clear information about the progress of groups or the impact of improvements on children's achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of children is outstanding. Children are very well engaged in their learning. They show excitement as they play with glitter outdoors, and concentrate very well on making bonfire pictures.
- Relationships are highly positive and children play happily together in the role play 'home area'. They learn to manage their feelings very well as they patiently wait their turn to line up to move to another room.
- Children are very familiar with the well-established routines of the nursery, and this contributes to their excellent behaviour. Children know what is expected of them and this helps them feel calm, happy and secure during nursery sessions, including the nursery lunch club.

Safety

- The school's work to keep children safe and secure is good. Children display a strong sense of security at nursery and parents report that the nursery keeps their children safe.
- Children show a good awareness of safety as they use the variety of climbing and balancing equipment in the outdoor area safely, including climbing on low branches of a tree.

- Attendance is good and parents report that their children enjoy coming to nursery.

The quality of teaching is good

- Staff establish very positive relationships with children. They skilfully reinforce and develop children's understanding of the daily nursery routine and expectations for their good behaviour. As a result, children are happy and secure and become confident learners.
- Staff know the children's skills and capabilities very well and use this information to plan activities that interest children and develop learning well. Children make good progress in physical development as they enthusiastically take part in actions to music whilst holding and shaping soft dough.
- Staff provide an inviting learning environment indoors and out, which promotes children's interest and engagement in their learning. Children enjoy exploring making toy vehicles travel down drainpipes, and making lists in the role play café.
- Children enjoy books and stories and this is well promoted by staff. Children for whom Polish is their first language also develop a good understanding of, and love of, stories because staff read stories to them in their own language as well as English.
- Staff effectively promote children's understanding of the sounds that letters make. Children learn the sounds that make up their name. They respond well to the interesting way in which staff present activities to develop this learning further. Children were highly engaged in an activity where they had to identify the initial letter sound of objects hidden in a bag, which were being found and taken out by a dog puppet.
- Staff often question children well to develop their thinking skills, for example, asking how many children would be present if there was one more. At other times, chances are missed to ask questions which make children think hard.
- Children are well supported to develop speaking skills. Staff use language themselves for children to copy, talk to children and encourage them to express themselves clearly as they recall what they have done that morning.
- Staff develop children's mathematical skills well in everyday activities. Children show a keen interest in number. They enthusiastically count to 10 and beyond during small group time and show good progress in recognising numbers up to 10. Staff used an activity drawing fireworks in chalk to encourage children to make a simple pattern using two colours.

The achievement of pupils is good

- Children join the nursery with a variety of skills and experiences. Many children have weaker skills in speaking and understanding of language. Children make good progress in all areas, and excellent progress in their personal, social and emotional development. As a result, they leave the nursery well prepared for their year in a Reception class.
- Children show a high level of independence and confidence as they select and put on their own aprons for painting activities and hang them up again afterwards. They happily select their own activities and resources. They co-operate well in pretend play, taking different roles and playing harmoniously together.
- Children for whom English is not their first language achieve well. They are very well supported in their language development as staff use English words for them to copy and speak to them in their home language.
- Disabled children and those with special educational needs make excellent progress from their different starting points. This is because the school identifies their needs very quickly and puts in special programmes to support them appropriately. For example, speech and language therapy is provided as soon as it is needed.
- The most able children generally achieve well, although there are some missed chances to extend their learning through questioning which encourages them to think and extend their vocabulary.
- Children achieve well in their physical development. They show confidence in climbing and balancing using equipment in the outdoor area. They confidently used scissors and manipulated glitter and dough when making pictures. They enthusiastically took part in developing physical skills as they pretended that their paper streamers were fireworks and they moved to music expressively.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	110953
Local authority	Cheshire East
Inspection number	448120

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	48
Appropriate authority	The governing body
Chair	Dorothy Flude
Headteacher	Eileen Smith
Date of previous school inspection	7 December 2011
Telephone number	01270 560319
Fax number	01270 651724
Email address	head@westminster.cheshire.sch.uk

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