

Chalvey Nursery School & Early Years Centre

Ladbroke Road, Chalvey, Slough, Berkshire SL1 2SR

Inspection dates

3–4 July 2019

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher's visionary leadership has ensured that children make excellent progress in the development of their knowledge, skills and understanding of the world.
- In collaboration with her leadership team, staff and governors, the headteacher has established extremely high aspirations and expectations for the physical, cognitive, social and emotional development of every child. Consequently, children flourish at the nursery school.
- Through the curriculum, children acquire and develop their language and communication skills very well. Consequently, children develop their knowledge and understanding of a breadth of areas successfully and confidently.
- The quality of teaching, learning and assessment is outstanding. Staff structure activities and tasks to extend and enhance children's knowledge and understanding of literacy and numeracy with exceptional care and consideration.
- Children are immersed in a highly creative curriculum that stimulates their curiosity about the world. As a result, children are fully engaged in the activities and tasks and excel in all areas.
- Leaders and staff ensure that children are exceptionally well cared for and kept safe.
- Children build very positive relationships with staff and other children. Through the curriculum, children develop very firm understanding of the importance of empathy, kindness and turn-taking.
- Governors have high ambitions for the children and gather highly pertinent information to hold the leadership to account alongside celebrating their successes.
- Inspirational leadership ensures that children with special educational needs and/or disabilities (SEND) make exceptional progress from their different starting points.
- Children behave exceptionally well throughout the nursery school. They are attentive, focused and highly enthusiastic about learning.
- Teachers demonstrate excellent subject knowledge and ask insightful questions to deepen children's understanding.
- Governors, staff, parents and carers are overwhelmingly supportive of the school.
- Ambitious and inspirational leadership ensures that disadvantaged pupils also make very strong progress from their different starting points.
- Although leaders have established a very strong approach to developing children's language and communication skills, a few adults do not prioritise this sufficiently.

Full report

What does the school need to do to improve further?

- Ensure that all adults take all opportunities to extend children's language and communication skills.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher, ably supported by her deputy headteacher and leadership team, has established a nursery school with extremely high expectations and aspirations for every child. Leaders are relentless in their quest to ensure that every child develops the skills, knowledge and understanding required for the next step in their education. Consequently, the education at the nursery school is of the highest quality and children make exceptional progress.
- Leaders have high ambitions for the academic, physical, social and emotional success of all children. They continually work hard to improve the provision through monitoring and reviewing the impact of different approaches to children's progress. For example, leaders identified that children's mathematical understanding was not as strong as other areas and made highly effective revisions to activities and tasks. Consequently, children now make stronger progress in their understanding and knowledge of mathematics.
- Through accurate identification of areas for improvement, leaders implement high-quality training and monitor the impact closely. For example, leaders identified the need to deepen children's understanding through different forms of questioning. Consequently, teachers use questioning very effectively to strengthen children's knowledge and understanding.
- Leaders use their high-quality assessment systems to track, monitor and review children's progress in every area of the curriculum. Leaders are thus able to embed highly effective, tailored approaches to extend children's understanding, knowledge and skills in all areas.
- The curriculum is outstanding. Leaders have structured tasks and activities to promote children's independent thinking, curiosity and creativity. Children are immersed in magical worlds in which they explore their own creative interpretations of the world. For example, the inspector observed children re-enacting the story of 'Little Red Riding Hood', drawing on their own personal, creative interpretations of the dilemmas facing Red Riding Hood, the wolf and her grandmother.
- Leaders have ensured that each day is exceptionally well structured, enabling children to develop early reading skills through activities that make links between sounds and words, listening to stories, reciting rhymes and narrating tales to each other. In addition, leaders have ensured that children develop very strong physical coordination, and mathematical and scientific understanding.
- Leaders ensure that the needs and interests of children are addressed through the curriculum very effectively. Consequently, there is no difference in the achievements of disadvantaged children and non-disadvantaged children.
- Leaders have extremely high expectations for the progress of children with SEND. Through highly effective, bespoke support, children with SEND make exceptional progress. Leaders have established a highly inclusive nursery school where children with different starting points interact happily and enthusiastically. Children with SEND are able to access the curriculum with great confidence and success.

- Leaders have ensured that children looked after receive an exceptionally high level of care and support to meet both their needs and interests. Consequently, children looked after make significant progress. A local authority representative was effusive in her praise of the school, stating, 'What they do for children looked after is what they do for every child in the school.'
- Leaders liaise closely with the other maintained nursery schools in Slough to ensure the accuracy of their assessments of children. Leaders ensure that teachers, key workers and teaching assistants work well together to accurately assess children's work.
- Children's spiritual, moral, social and cultural development is threaded throughout the curriculum. For example, children are encouraged to use 'kind hands' with each other. Children also learn about different religious and cultural traditions such as Eid, Shrove Tuesday and Easter. In addition, children gain strong understanding of the natural world and the importance of care for animals through the visits of farm animals and exotic animals to the nursery school.
- Parents' responses to the Ofsted questionnaire, Parent View, and discussions with the inspector demonstrate their unanimous appreciation of the high quality of care and support that the school provides for their children. One parent's comment concurred with that of others: 'It's absolutely amazing. The staff are excellent.'
- Key workers build strong relationships with families through home visits and ongoing dialogue. Parents are appreciative of this support and the transformation of their children over time.
- Leaders have prioritised children's acquisition and development of language throughout the curriculum. Drawing on a breadth of evidence-based research, they have established a multi-layered approach to language teaching and learning that is highly effective. Children make very strong progress in the development of their language and communication skills, knowledge and understanding. However, a few teachers do not use extended speech consistently well to develop children's understanding of language even further.

Governance of the school

- The quality of governance is very strong. Governors bring a breadth of expertise and experience to their roles, and challenge and support the nursery school in equal measure.
- The roles of governors are clear, enabling them to gather pertinent information. Meeting minutes demonstrate that they pose challenging questions about the impact of training, the curriculum and the progress of children. Governors are highly committed to the importance of nursery education, and continually strive for excellence.
- Governors ensure that safeguarding arrangements are fit for purpose and that children are well cared for.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have established a culture of safeguarding throughout the school. Staff provide an extremely high level of care for all children, ensuring that they are physically, socially and emotionally safe.

- Staff receive regular safeguarding training and are alert to issues of a child protection nature.
- Leaders and staff ensure that the nursery school is a happy and harmonious place where children can thrive. Relationships between staff and children are nurturing, supportive and trusting.
- All staff have received appropriate first-aid and intimate-care training to ensure that they are able to meet the welfare and medical needs of every child.
- Leaders have ensured that risk assessments are fit for purpose and that the temporary building structure is safe and well maintained.
- Staff recruitment and vetting procedures are rigorous and effective.
- Leaders and staff support children to keep themselves safe through teaching them the importance of regular handwashing and the safe use of scissors and other implements.

Quality of teaching, learning and assessment

Outstanding

- The quality of teaching, learning and assessment is consistently strong across the nursery school. Teachers, key workers and teaching assistants work collaboratively to plan highly interesting activities and tasks to enthuse children and extend their knowledge, understanding and skills in a breadth of areas. Tasks, activities and approaches are tailored to meet the needs and interests of every single child. Consequently, children relish coming to the nursery school.
- Through very well-structured activities, children develop an infectious enthusiasm for learning about science. For example, the inspector observed children hypothesising about what might happen when bicarbonate of soda is mixed with vinegar in a plastic bottle. Similarly, children were observed enraptured by the effect of the wind on giant bubbles. As a result, children are exceptionally well prepared for their next steps in the Reception class at primary school.
- Staff very skilfully embed mathematical learning in a range of activities. Children develop counting skills and early understanding of addition and subtraction through a range of tasks that they engage with enthusiastically.
- Through many activities, children develop a strong understanding of the link between letters and sounds. To strengthen children's early reading skills, staff read engaging stories daily such as 'The Very Hungry Caterpillar' by Eric Carle. Children relish the opportunities to listen to stories and talk about their favourite characters and settings. Children also have many opportunities to read their names and other key vocabulary throughout each day.
- Children develop very strong physical coordination through different activities. Through painting, mark-making and the creation of models, children develop very strong manual dexterity, which prepares them very well for the Reception Year at primary school.
- Children's physical development is further strengthened through a breadth of activities that build up their physical resilience. For example, the inspector observed children balancing successfully on a series of wooden steps that increased in height. Children with SEND were also observed enjoying the sensual experience of the wooden slide, as well as learning how to balance their bodies carefully.

- Through the curriculum, children develop very strong independent learning skills. They collaborate and negotiate very effectively with each other. For example, the inspector observed children deliberating calmly and reasonably about the rules for a penalty shoot-out.
- Staff use a breadth of questioning highly effectively, enabling children to extend their understanding of a range of concepts. For example, the inspector observed children thoughtfully evaluating the changes in the caterpillar in the story 'The Very Hungry Caterpillar' in response to the teacher's high-quality questioning.
- Teachers and staff provide extremely high-quality teaching for children with SEND. Through very well-structured activities, these children develop strong language skills and knowledge of the different worlds they live in. Children with SEND thrive in the nursery school as a result of bespoke support as well as inclusion in the mainstream and nursery school curriculum.
- Teachers and staff in the setting for two-year-olds plan the children's learning very well, ensuring bespoke support alongside inclusion in the nursery school curriculum. The two-year-old children flourish in the nursery school.
- Both the indoor and outdoor settings immerse children in imaginative worlds where they are encouraged to form their own interpretations of the world. For example, children creatively reimagine the rules and structure of family life while playing with dolls and the kitchen equipment.
- Staff employ a breadth of approaches to strengthen children's language and communication skills. Staff teach children sign language (Makaton), which they use successfully to strengthen their communication skills and ensure that deaf children are fully included in the life of the nursery school. Children excel in the acquisition and development of language. However, a few adults do not immerse children in extended speech to enable them to excel further.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- From the moment they enter the nursery school, children are thrilled to be there. Children are happy and flourish in the highly nurturing and stimulating environment.
- Children are highly enthusiastic about the opportunities provided by leaders and staff. They are very eager to show how well they can do in the many activities and tasks.
- Children learn about British values, such as tolerance and freedom to voice their feelings. As a consequence, children demonstrate kindness and empathy towards each other and adults.
- Staff develop extremely positive, trusting relationships with children. Staff use encouraging language to enable children to develop the confidence and self-belief that they can succeed in every area of the curriculum.
- Staff ensure that risk assessments are completed carefully for all trips. Children visit the shops and talk to visiting police officers to learn about the world around them.

Behaviour

- The behaviour of pupils is outstanding.
- Children’s behaviour is exemplary throughout the nursery school. Children, including two-year-old children, quickly learn the rules and routines of the school. They learn to take turns quickly and effectively, ensuring a harmonious learning environment.
- Staff work hard to ensure that children feel comfortable in the school. They provide visual timetables as reminders of the structure of the day. Staff also intervene appropriately and effectively to remind children about the importance of maintaining the rules and routine of the school.
- The school works hard to encourage parents to bring their children to school. Although, it is not statutory for this age group to attend school, leaders and staff monitor children’s attendance closely and remind parents of the benefits of regular attendance.

Outcomes for pupils

Outstanding

- Children’s learning journals exemplify the high-quality education provided to children in the nursery school. Staff assess and review children’s progress with absolute precision, ensuring that children make outstanding progress in all areas.
- Children start the nursery school with knowledge, skills and understanding that are well below those typical for their age. However, through the curriculum and excellent teaching, children make exceptional progress in a wide range of skills. Consequently, they are very well prepared for entry to the Reception class when they leave the school.
- Leaders have ensured that disadvantaged children make the same outstanding progress as non-disadvantaged children through tailored teaching and close monitoring of their progress.
- Children’s progress in the prime areas of learning, communication and language, and physical, personal, social and emotional development, is outstanding. Through a very well-structured curriculum that facilitates children’s curiosity and enthusiasm for learning, children develop very strong language and communication skills, physical coordination, emotional resilience and exceptionally strong social interactions.
- Children make rapid progress in the specific areas of learning. Their early reading, writing and mathematical progress is outstanding. Through highly tailored support, children learn to read and write their names and make links between sounds and letters and words.
- Children with SEND excel in every area of the curriculum. Through bespoke activities and tasks, alongside inclusion in the mainstream curriculum, these children develop very strong personal, social and emotional resilience and understanding.
- The most able children excel in every area of the curriculum. By careful tracking and monitoring of children’s progress, staff tailor activities to extend these children’s skills, knowledge and understanding in a breadth of areas.
- Children who speak English as an additional language excel. They make significantly strong progress in communication and language, ensuring that they are very well prepared for the Reception class at primary school.

- Although children's mathematical knowledge and understanding were identified as weaker areas for many children, revised planning and excellent teaching have ensured that children make excellent progress.

School details

Unique reference number	109765
Local authority	Slough
Inspection number	10087946

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	2 to 5
Gender of pupils	Mixed
Number of pupils on the school roll	113
Appropriate authority	The governing body
Chair	Mahesh Yanambakkam
Headteacher	Diane Lister
Telephone number	07851 065451
Website	www.chalveynurseryschool.co.uk
Email address	office@chalveyeyc.slough.sch.uk
Date of previous inspection	10 July 2018

Information about this school

- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of children with SEND is above the national average.
- The proportion of pupils in receipt of education, health and care plans is above the national average.

Information about this inspection

- The inspector visited classrooms, some with either the headteacher or deputy headteacher, to observe learning and to talk to children about their work.
- The inspector met formally with the headteacher, deputy headteacher, representatives of the local authority and other leaders, including the special educational needs coordinator and deputy special educational needs coordinator.
- Meetings were held with three governors, parents and staff.
- The inspector scrutinised children's work across the curriculum, including in their learning journals, to determine the accuracy of assessment and the sustainability of children's progress.
- The inspector checked the school's documentation regarding the school's approach to, and systems for, safeguarding, behaviour, attendance and the quality of teaching. She also considered the school's self-evaluation and school improvement plans.
- Inspectors took into consideration 13 responses to Parent View, seven free-text responses and 22 responses to the staff questionnaire.

Inspection team

Susan Aykin, lead inspector

Her Majesty's Inspector

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