

Inspection of a school judged outstanding for overall effectiveness before September 2024: Wyndham Park Nursery School

Hill Avenue, Grantham, Lincolnshire NG31 9BB

Inspection date:

4 March 2025

Outcome

Wyndham Park Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Every decision that staff make at this friendly and inclusive nursery school is in the best interests of the children. Children develop warm, trusting relationships with staff. Staff know each child and their families very well. The carefully crafted curriculum helps children, particularly those who have gaps in their early development, make exceptional progress from their starting points. They develop secure foundations in readiness for the rest of their schooling.

Parents and carers rightly say that their children are happy, safe and well cared for at this school. Comments such as 'my child has flourished since starting at this nursery' are typical.

The school's learning environment and carefully considered activities ignite children's interests. They learn to take risks, use tools safely and play traditional childhood games with their friends.

Each morning, children check in with their key staff. This helps children to settle in and make meaningful links with others. Kind and caring staff teach children how to behave well. Consistent routines and expectations mean that children use the environment with confidence and independence. They learn to look after each other. When children do fall out, staff skilfully and sensitively intervene. This helps children to understand emotions, develop empathy and show tolerance.

What does the school do well and what does it need to do better?

The school's commitment to ensuring that children are 'emotionally, socially and academically school ready' forms the basis of its curriculum. Key curriculum goals set out clearly what the children will achieve during their time at the nursery. Staff carefully craft, evolve and develop the curriculum so that it can be adapted to the developmental needs of the children.

The school has a clear and well-thought-out approach to how children will learn the intended curriculum. Staff have a deep understanding of how young children learn and develop. They provide a helpful commentary, extending and repeating sentences for children to hear, echo and rehearse through their play. Children with special educational needs and/or disabilities (SEND) are identified quickly. They receive precise support and complete activities that are matched closely to their needs. Staff make careful checks on what children have learned and make necessary adjustments to their teaching. As a result, children achieve extremely well.

During snack times, children are encouraged to take turns, make choices about the food they eat and put waste in the bin. Staff routinely use words and actions to help children communicate and express their needs. Outside, children strengthen their physical development by climbing and using equipment to develop their coordination. This helps them to develop routines and skills in readiness for statutory school.

Children are often immersed in stories, rhymes and songs. Key books help them to understand and learn important words and concepts, such as counting and ordering. These books are revisited so that children can repeat the language. The love of books starts with the youngest children. For example, children share a counting book and then sing number rhymes in their own play. Staff quickly spot children who need more opportunities to develop a love of books and provide them with additional, rich experiences.

The school ensures that the views of parents are considered to inform their child's learning. Families receive valuable information about how to support their child at home. They are encouraged to develop strong attendance routines in readiness for their child starting school. When necessary, families receive additional help to make sure that children attend nursery for the required sessions.

The personal development programme is successful in its aim to 'excite, engage and educate children'. Children learn to cook, garden and appreciate the great outdoors. Through everyday routines, children develop an understanding of democracy and the importance of respecting each other's ideas.

Governors provide the school with supportive challenge. They make appropriate checks to ensure that all children receive the best start to their early education. Staff feel valued and welcome the school's actions to support their well-being and workload. They recognise how the training they receive helps them to deliver the school's curriculum effectively.

Safeguarding

The arrangements for safeguarding are effective.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the third ungraded inspection since we judged the school to be outstanding for overall effectiveness in September 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked-after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	120364
Local authority	Lincolnshire
Inspection number	10347417
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	110
Appropriate authority	The governing body
Chair of governing body	Rachael Sharpe and Jason Leeks (co-chairs of governing body)
Headteacher	Laura Cook (executive headteacher)
Website	www.wyndhampark.lincs.sch.uk
Date of previous inspection	16 May 2019, under section 8 of the Education Act 2005

Information about this school

- Wyndham Park Nursey School is part of the Lincolnshire Maintained Nursery School Federation.
- The executive headteacher has oversight of the four schools in the federation.
- The head of school took up the position in September 2023.
- The school has provision for children who are two years old.
- The school does not use any alternative provision.
- The governing body is responsible for the school's breakfast and after-school provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, the head of school, the coordinator of the provision for pupils with SEND and a range of other staff.
- Inspectors visited a range of lessons and spoke to children during the inspection.
- The lead inspector met with representatives of the local authority and members of the local governing body.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the views of parents expressed through Ofsted's survey for parents and carers, Ofsted Parent View, and the views of staff shared through Ofsted's online survey. The views of parents were also gathered on site.

Inspection team

Shaheen Hussain, lead inspector

His Majesty's Inspector

Emma Hollis

Ofsted Inspector

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