

Cippenham Nursery School

Address: St Andrews Way, Cippenham, Slough, Berkshire, SL1 5NL

Unique reference number (URN): 109762

Inspection report: 12 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children develop early reading, writing and mathematical skills securely. They recall their learning with growing confidence. Children talk about estimating quantities, counting objects to 10 and using vocabulary, such as heavier and lighter. They remember knowledge from wider learning. For example, identifying shapes or explaining that butterflies have 2 antennae. Children use early reading, writing and mathematical skills independently in their play and make choices that show what they know and can do.

The nursery identifies children's starting points through early observations, stay-and-play sessions and regular checks on learning. This helps staff understand what children know and what they need next. Children, including those with special educational needs and/or disabilities and those facing other barriers to learning, make appropriate progress from their starting points. Children who speak English as an additional language benefit from precise strategies, such as language bags, which support vocabulary development at home and in school. As a result, all children are well prepared for the next stage of their education.

Attendance and behaviour

Strong standard ●

Leaders monitor attendance closely and analyse patterns with rigour. They act quickly when concerns arise and work with families straight away to offer support. This includes practical help, such as extra nursery hours or access to specialist family support. Leaders focus on removing barriers so that children can benefit fully from being at the Nursery. Attendance information is shared with children, who are praised and encouraged when their attendance improves. When attendance is lower for individual children or groups, leaders respond promptly. They hold supportive conversations with families and help to remove any barriers to regular attendance. This approach helps children attend well and settle confidently into daily routines.

Children consistently behave well and enjoy learning. The start of the day is calm. Clear routines help children feel safe and ready to join in. Staff teach expectations through modelling, gentle reminders and music cues. Children help create their own rules, which are displayed and reinforced by everyone. Staff deal with any unkind behaviour or worries about bullying quickly and fairly. The Nursery is a place where any form of unkindness is not tolerated. Children learn to manage their feelings through visual prompts, calm spaces and taught strategies that help them to settle. Staff adapt their approach for children with special educational needs and/or disabilities or those who need extra support precisely. As a result, the Nursery is safe, nurturing and respectful for everyone.

Curriculum and teaching

Strong standard ●

Leaders have created an ambitious curriculum that helps children learn more over time. Staff know each individual child really well. They use this knowledge to design teaching that meets individual needs. This supports early reading, writing and mathematics. Clear routines help children feel secure, settle quickly and join in with learning.

Staff build children's thinking and language through high-quality interactions. Children talk confidently about what they know. They describe changes in nature, such as metamorphosis, and notice small details in their creative work. Children choose objects linked to specific letter sounds and identify them accurately.

The curriculum offers rich experiences, indoors and outdoors. Children enjoy gardening and caring for the school pets. The learning environment is set up carefully. This enables children to be independent and develop early writing, mathematics and physical skills.

Children show curiosity and sustained focus in their learning. They explore number, shape and pattern through hands-on activities. Staff build children's understanding through practical experiences and clear explanations. They use mathematical language, such as total or one more, to deepen understanding. Teaching is inclusive. Staff make careful adjustments so that all children, including those with special educational needs and/or disabilities, are able to access the full curriculum.

Inclusion

Strong standard ●

The school places inclusion at the centre of its work. Staff identify children's needs quickly through careful observation and collaborative partnerships with parents and carers. Checks on learning are precise so that children receive the right support at the right time. Staff have the expertise to provide well-planned support. They also carefully adapt resources and teaching so that every child can succeed. Staff work with external professionals so that specialist advice shapes daily practice.

Children with special educational needs and/or disabilities receive sensitive, targeted support. The Nest, the school's specialist internal provision, offers a calm space for children, who have more complex barriers to their learning. It provides short-term, focused support to help children develop communication skills, confidence and independence. This means children are well prepared to take part fully in the main nursery.

Leaders use additional funding appropriately to remove barriers for children. They provide enrichment such as forest school, yoga, carpentry and a variety of family experiences. These activities carefully build children's confidence, wellbeing and engagement.

The school precisely meets the needs of children, who face barriers to their learning or wellbeing. Staff use high-quality language and provide support that is carefully matched to each child's needs. All children access the full curriculum. Leaders ensure that adaptations are bespoke for each child so they can learn alongside their peers.

Leadership and governance

Strong standard ●

Leaders foster high expectations and maintain a precise understanding of the school's effectiveness. They use reflective practice to ensure children's needs are consistently met. Their actions create an inclusive school, where wellbeing and family support sit at the heart of the provision. Leaders know families well and build trusting relationships that strengthen support for children, including those with special educational needs and/or disabilities and those facing barriers to learning.

Staff benefit from well-planned professional learning. Training is purposeful and linked to the school's priorities. Staff feel valued and well supported in both their workload and wellbeing. Leaders listen to staff and act on feedback to maintain a positive working culture.

Leaders play an active role in the wider early years community by sharing their practice. They are forward-thinking in their approach to learning through nature, sustainability and caring for the environment. The school delivers training that supports professional development across the local authority and beyond. Leaders work closely with families on wellbeing and parenting initiatives. Their pedagogy is holistic and rooted in values that place the child and their family at the centre of decision-making.

Governors use their knowledge and expertise to provide effective challenge. They check leaders' actions and ensure the school remains focused on the right priorities. Governors meet their statutory duties and maintain a clear understanding of the school's strengths and areas for development. They engage well with the school community and use information from leaders to make well-informed decisions in the best interests of children.

Personal development and wellbeing

Strong standard ●

Personal development and wellbeing are woven throughout the school's work. Leaders embed a holistic approach that place each child and their family at the heart of school life. Pastoral support is thoughtful and responsive, with staff knowing children and families well.

Children benefit from a wide range of experiences that help them develop confidence, independence and emotional wellbeing. The yoga room provides a calming space, where children learn breathing techniques and yoga poses. These strategies support children to manage their emotions. This also benefits children who face barriers to their learning and gives additional support to those eligible for extra funding.

Forest school is a key feature of the curriculum and has a noticeable impact on children's resilience, teamwork and problem-solving. Children climb trees, explore wildlife and build shelters. This develops their physical confidence and appreciation of nature. They talk proudly about what they have learned, such as identifying insects and feeding worms. Activities such as composting, caring for plants and maintaining bug hotels deepen their understanding of environmental responsibility.

The carpentry studio and allotment further enrich children's development. Woodwork sessions teach children how to use real tools safely, encouraging creativity, risk-taking and perseverance. Growing, cooking and eating their own vegetables helps children understand healthy choices and builds a sense of achievement. Across the school, children show cooperation, curiosity and secure relationships with peers and adults.

The school promotes social, moral, spiritual and cultural development through high-quality interactions, circle times and discussions about feelings, fairness and kindness. Children learn to make independent choices, manage risks safely and take responsibility for their actions. Bespoke support helps children with special educational needs and/or disabilities and those who speak English as an additional language participate fully.

Family involvement is deeply embedded, with initiatives like the sharing shed and the allotment bringing families together. This creates a strong sense of cohesion across the

school community.

What it's like to be a pupil at this school

Children experience a warm, nurturing and joyful start to their day. They arrive smiling and are greeted by staff, who help them feel secure, calm and ready to learn. Established routines help children to settle quickly. This gives children confidence and a sense of safety. Throughout the day, children move seamlessly between activities. They show curiosity, independence and sustained involvement in their learning.

Children enjoy a curriculum that is rich, purposeful and engaging. They confidently explore indoors and outdoors. Children talk positively about their learning experiences. They enjoy outdoor play, creative activities and time with their friends. Children recall prior learning well. For example, explaining the difference between living and non-living things or how many legs a spider has. They develop early confidence, independence and resilience. This prepares them really well for their next steps.

Children feel safe and know how to keep themselves safe. They explain that they would seek help from staff or friends if they were upset. Children understand the importance of following rules. They use strategies to support their emotions, such as breathing exercises from yoga, to help them feel calm.

Relationships are a notable strength. Children show kindness, cooperation and respect. They demonstrate turn-taking, sharing and positive social interactions. They express that all activities are for everyone. This reflects a secure sense of inclusion and equality.

The learning environment offers varied opportunities for physical development. Children climb, balance and take safe risks with increasing control. Staff model safe practice and encourage children to think about their choices. This helps them build confidence and resilience.

Staff interactions are warm and purposeful. They introduce new vocabulary, ask thoughtful questions and extend children's learning effectively. As a result, children are highly engaged, motivated and happy. They describe enjoying nursery, feeling safe and being part of a caring community.

Next steps

- Leaders should sustain the high-quality provision already in place and continue to deepen the consistent approaches established across the school.
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About this inspection

The acting chair of the board of governors in this school is Adrian Hodges.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher and other senior leaders during the inspection. They also met with members of the governing body, as well as a representative from the local authority.

The inspectors confirmed the following information about the school:

The headteacher was appointed since the last inspection.

The Nest is the school's internal provision. It caters for children with more complex barriers to learning.

The school runs its own breakfast club and after-school club.

The school does not use any alternative provision.

Headteacher: Nisha Gill

Lead inspector:

Karen Kent, His Majesty's Inspector

Team inspector:

Jonathan Hills, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

149

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

Pupils eligible for free school meals (FSM)

0.0%

What does this mean?

The proportion of pupils eligible for free school meals.

Pupils with an education, health and care (EHC) plan

0.00%

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

Pupils with special educational needs (SEN) support

8.05%

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

Location deprivation

Below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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