

Church Hill Nursery School

Address: Woodbury Road, Walthamstow, London, E17 9SB

Unique reference number (URN): 103028

Inspection report: 30 June 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 at the school achieve very well and develop extensive knowledge and skills across the seven areas of learning. They leave well prepared for the next stage of their education. This includes disadvantaged children and those with special educational needs and/or disabilities.

Staff support children of all abilities and needs to make progress and reach their full potential. They place a clear focus on developing children's language skills. Staff teach children to express their ideas and listen to others. They encourage children to challenge themselves and extend their learning. For example, in mathematics, some children confidently count into double figures and identify different shapes.

Children benefit from a spacious outdoor area and activities. These experiences help them develop a love of nature, respect for the environment and excellent physical skills. Children can recall their learning. For example, they sing songs, recite rhymes and talk about the stories they have enjoyed.

Attendance and behaviour

Strong standard ●

Leaders set clear expectations for attendance. They emphasise the importance of regular attendance to parents and carers. Leaders have systems in place to monitor attendance carefully and act promptly when concerns arise. Leaders and staff know families well and understand any barriers that may affect attendance. They offer support where needed, including places in the breakfast club. Children attend regularly. Their enjoyment of school helps encourage good attendance.

Staff build warm, caring and trusting relationships with children. As a result, children see adults as role models. They feel safe and are happy to go to them for advice and support. Children have positive attitudes towards their learning and to each other. Bullying is not an issue. Staff support children to become increasingly resilient and independent as they move through the school. They help children develop their language skills so that they can describe their feelings and think about what they might do differently next time. As children get older, staff teach them to talk confidently with others and work together to find solutions to problems.

Curriculum and teaching

Strong standard ●

The schools has a high-quality, carefully designed curriculum. Leaders regularly review and adapt it. This ensures that pupils of all abilities and levels of need can access learning successfully. Purposeful play and high-quality interactions form the foundation of learning.

Staff teach the curriculum consistently well. They plan learning carefully and respond to children's needs in the moment. Staff observe children closely. They follow children's interests, ask questions, and model and develop rich language. Staff adapt learning so that all children, including those with special educational needs and/or disabilities, can take part

and succeed. The school has high expectations of all children. The ongoing support of staff helps children meet these expectations and achieve well across the curriculum.

Children develop clear knowledge and skills in early reading, writing and mathematics. They make meaningful links between different areas of learning. For example, during role play, children develop their imagination as they build a house. With support from staff, they also count the objects they use.

The development of children's artistic skills is particularly effective. Children create art using a range of techniques. They learn about a variety of artists from different backgrounds. For example, children explore the different shapes, colours and patterns in the work of Wassily Kandinsky.

Inclusion

Strong standard ●

Staff assess children as early as possible. This helps them provide the right support for each child's needs. They ensure that parents' and carers' views and concerns are included at every stage.

Staff always consider children's welfare and remove barriers to their wellbeing. This includes disadvantaged children, those with special educational needs and/or disabilities, and those known or previously known to social care. Once staff identify children's needs, they put in place a carefully planned individual programme of support. Staff use a range of approaches to strengthen children's learning and help them manage their behaviour. These include visual prompts, small-group work and time in the sensory room.

Leaders and staff closely monitor children's progress. This helps them understand whether support strategies are working. They regularly review and update plans to ensure support remains effective and meets children's current needs. The school works with a range of specialist professionals to enhance support for children. These include speech and language therapists, a physiotherapist and an autism specialist. Additional funding helps train staff and provides many enriching experiences. This broadens children's experiences and supports their learning.

Leadership and governance

Strong standard ●

Leaders have a clear and accurate understanding of the school. They know what is working well and which areas need further improvement. Leaders are not complacent and continually work to improve the school.

Leaders know the children and their families well. They ensure that staff build positive relationships with parents, carers and the wider community. Leaders provide parents with advice and support on a range of matters. Staff also know each child well. This includes understanding any additional needs and ensuring children receive the support they need.

Staff receive highly effective training across a wide range of areas. This helps them develop their knowledge and skills, including in inclusive practice. The school also supports other settings by sharing its expertise in early years education.

Governors are highly committed to the school. They visit regularly and provide support and challenge for leaders. This helps ensure that standards continue to improve. Staff feel well supported by leaders. They value the training they receive and explain how it has developed their skills in different areas. Staff know that leaders will listen if they raise concerns. They also know that leaders consider workload and wellbeing when making decisions. Staff appreciate leaders' efforts to reduce paperwork, for example. Parents and carers speak very positively about the school. They value both the quality of education and the care and support that staff provide for their children.

Personal development and wellbeing

Strong standard ●

Children's personal, social and emotional development is a key priority for leaders. They have developed a well-planned programme that runs throughout the curriculum. Leaders ensure that all children benefit from these experiences, regardless of any barriers they may face.

Staff focus first on helping children feel settled, safe and ready to learn. Daily routines are calm and predictable, which helps children feel secure. At the start of the year, staff and children work together to create simple rules for different areas of the provision. Staff provide the support children need at first and then gradually encourage them to become more confident and independent.

Children learn about friendships and how to manage their feelings. They develop skills in taking turns, sharing resources and negotiating with others. Children learn to cooperate and improve their experiences by working together. They learn about personal care, including toileting and handwashing. They also learn how to keep themselves safe, including understanding that they have control over their own bodies.

Children help around the school, raise money for local charities and donate food to a nearby food bank. Leaders work with a range of charities and local services to support children and families in need. This helps children to learn more about their local area and the importance of charity.

Children learn about healthy living. They prepare a variety of healthy foods, which also helps them practise their mathematical skills. Children develop an age-appropriate understanding of fundamental British values, including respect for differences between people. Families come together for 'International Day' to share food and stories from their communities.

Children benefit from a range of trips, including visits to artists' installations and a local bookshop. Parents and carers visit the nursery to read stories and play musical instruments with the children.

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

Children thoroughly enjoy their time at this happy and nurturing school. Parents and carers shower the school with praise. Children enter calmly and are greeted by staff who know the children and families well. Children are then immersed in a range of interesting and well-

planned activities. Children can explore their own interests and staff interact with them to extend their learning.

Children greatly enjoy their learning. They are confident and curious as they explore the well-designed indoor and outdoor spaces. Staff ensure all children can access the learning. Staff provide careful support and skilfully adapt learning to help children with additional needs make progress from their starting points. Staff know each child individually, so they can tailor learning to closely match their needs.

Warm relationships are at the heart of this school. Children feel safe and cared for by staff. They can name a member of staff they would talk to if they have any worries or concerns.

Staff successfully model the behaviours they want children to follow. Children share the space together with ease. They play and learn together harmoniously, taking turns and sharing resources and ideas. Staff encourage children to become more independent as they get older. Children learn to understand their feelings and to apologise when things go wrong. Staff make sure that bullying is not an issue at the school.

Children take part in a wide range of enriching activities. Children visit the theatre, the local library and parks. They celebrate different cultures and festivals. Children watch animals hatch and develop, such as chicks and caterpillars. Leaders ensure that all children receive the support they need to take part in these activities.

Next steps

- Leaders should continue to refine their work to improve attendance and lower persistent absence across the school.
 - Governors should ensure they continue to develop their knowledge and expertise across all areas of the school's work.
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About this inspection

The chair of the board of governors in this school is Abrar Malik.

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 Executive Headteacher and senior leaders. They also held meetings with the members of the local governing body and a representative from the local authority.

The inspectors confirmed the following information about the school:

The school does not use any alternative provision.

Executive Headteacher: Helen Currie

Lead inspector:

Eleanor Ross, His Majesty's Inspector

Team inspector:

Sean Flood, 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 30 June 2026

School and pupil context

Total pupils

93

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

3.23%

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

1.08%

What does this mean?

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

Location deprivation

Above 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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