

# East Prescott Road Nursery School

## Inspection report

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<b>Unique Reference Number</b>	104504
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	377093
<b>Inspection dates</b>	21–22 September 2011
<b>Reporting inspector</b>	Elaine Murray HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	74
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gary Mason
<b>Headteacher</b>	Louise Benson
<b>Date of previous school inspection</b>	3 December 2008
<b>School address</b>	86 East Prescott Road Liverpool L141PW
<b>Telephone number</b>	0151 228 4672
<b>Fax number</b>	0151 254 2746
<b>Email address</b>	eastprescotroadhead@gmail.com

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited four sessions, held meetings with the headteacher, staff, parents and carers, the Chair of the Governing Body and spoke informally with children. They observed the school's work, and looked at a range of evidence including staff planning, children's learning journeys, monitoring and self-evaluation, staff questionnaires and 57 parent and carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The impact of the recently established extended provision on outcomes for children.
- The impact of staff changes on the quality of teaching and outcomes. Has the outstanding quality of teaching been sustained?
- The monitoring of progress of different groups.
- The impact of the nursery's outdoor learning on outcomes for children.

## Information about the school

The nursery is situated in an area of relatively high social disadvantage, although many families travel from other areas of the city. It is an average sized nursery school. The majority of children are of White British heritage. A few children have special educational needs and /or disabilities. Almost all children speak English as their first language. The school has gained the Healthy School status in recognition of its work. From September 2011, the school has operated an extended hours provision which is managed by the governing body, following a pilot scheme in June/July 2011.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

The school continues to provide an outstanding education for its children. It has maintained, and, in some aspects, improved the high quality of teaching, learning and the curriculum that was found at the last inspection. Parents and carers are overwhelmingly supportive of the school. One commented, 'East Prescott Road Nursery is a truly wonderful environment for children to begin their education. My little boy cannot wait to go to school every day; he loves it!'

Staff provide a vibrant and exceptionally welcoming learning environment for children. Attention to the needs of the individual is at the heart of the nursery's approach. When children join the nursery they are welcomed and their learning developed in an atmosphere of high expectations of both behaviour and independence. As a result, their behaviour is exemplary, with positive effect on their listening and concentration skills and overall learning. Children rapidly become confident and independent learners.

Children enter the nursery with skill levels which are generally above those expected for their age. As a result of outstanding teaching, children of all abilities make rapid progress. By the time they leave nursery to transfer to Reception classes, many children have skills well above those typical for their age and a good number are already achieving the skills expected at the end of the Reception Year. This represents outstanding progress.

The nursery is exceptionally well led by the recently extended senior management team. Under the headteacher's dedicated and skilful leadership, the vision for excellence is widely shared. A shared passion to provide the best possible environment and high quality learning for children is in evidence throughout the school. The headteacher inspires an ethos of ongoing self-reflection and a high level of commitment to continuous improvement. Staff comment 'It is a continuous process of questioning, is this enough, what more could we do?' The governing body provides an effective level of support and challenge. Most safeguarding procedures are maintained to a high quality, with the exception of some aspects of procedures relating to fire drills. There is a high level of commitment to driving through further improvements and self evaluation is of high quality. Senior leaders ensure that they have built on previously outstanding performance, for example, in developing extended school provision to further improve outcomes for children. As a result of

these strengths, the school has excellent capacity to sustain this high level of performance and provides excellent value for money.

### What does the school need to do to improve further?

- Ensure that the governing body further develops the rigour of procedures with regard to the regularity and recording of fire drills.

### Outcomes for individuals and groups of pupils

<b>1</b>
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All children, including those with special educational needs and /or disabilities and those with English as an additional language greatly enjoy school and make excellent progress. Children show a high level of enjoyment and enthusiasm as they take part in the broad range of opportunities for active learning. For example, they revel in exploring the outdoor area, playing in the den and climbing the low level branches of the bushes. They show fascination as they take turns to hold the nursery’s chickens. They show a high level of independence as they help to clean out the coop, and show curiosity as they wonder why the chickens do not fly. Although many children were in their first weeks at nursery at the time of the inspection, they displayed exemplary behaviour as they quietly made a line to move to another room for story, and sat to listen to the register and instructions. Children displayed excellent progress in their listening and concentration skills as, at carpet time, they recalled the instructions for making a pizza and followed adult instruction for peer massage.

Children show an excellent awareness of the importance of healthy eating as they describe what types of snack you should not eat and why. They enthusiastically dig up carrots which they have grown in the outdoor area to eat for snack. Children clearly feel extremely secure in the setting and show increasing confidence to make choices. For example, the child who is daily room leader takes responsibility for counting the number of children present and deciding on the choice of music for the daily ‘rise and shine’ physical activity sessions.

Children’s spiritual, moral, social and cultural development is excellent. Children learn to build positive relationships as they find a partner for ‘peer massage’ and ask politely if it is alright for them to give their partner a massage. They learn about their own culture and environment through themed work about Liverpool. Children also celebrate other cultures and take part in fund raising for national charities. Attendance is not compulsory for children of this age. However, the school works highly effectively to ensure that attendance is regarded as important and this good habit is established with children and families for the next phase of education.

*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Children’s achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	
Children’s attainment	1
The quality of children’s learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
<b>The extent to which children feel safe</b>	<b>1</b>

<b>Children’s behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Children’s attendance	1
<b>The extent of children’s spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers and teaching assistants work closely together to promote children’s outstanding learning and welfare. Adults form excellent relationships with children, developing a calm and nurturing atmosphere in which children’s self-confidence and learning are extremely well developed. Adults provide a carefully planned and exciting learning environment both indoors and out. The high quality outdoor area provides a wealth of opportunities for children to develop active learning and makes an important contribution to their outstanding progress, particularly in personal, social and emotional development, physical development and knowledge and understanding of the world. Children make enthusiastic use of the attractive and well resourced learning areas within the nursery. The learning environment is adapted to meet the needs of children; for example, a sensory area was set up with a variety of types of lighting in response to a child’s needs. The newly-established extended provision provides a homely, relaxing environment in which children can rest, play and receive a learning experience which complements their learning while in nursery class.

Early and thorough assessments ensure that every child’s needs are understood. Staff work extremely well together to share observations of children’s learning and to ensure that next steps are carefully planned. Systems for monitoring children’s progress ensure that the progress of individuals and different groups is very effectively monitored. Staff provide a high level of support to parents and carers, especially to those whose children have additional needs.

Adults are highly effective at ensuring that children are familiar with routines and expectations for behaviour. For example, at carpet time children are calmly reminded about sitting well and responding when their name is called in the register. Adults develop children’s learning extremely well through skilful interaction and questioning, for example, during role play with dolls, children are encouraged to talk about differences from when they were a baby to now. The curriculum is rich and varied, providing activities which are based on interesting practical experiences and children’s interests in learning. For example, children’s interest in the police was used to develop a role play police station and to have visits from the community police with police horses.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1

<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The inspirational leadership of the headteacher, ably supported by the senior management team, has brought about improvements which have maintained and enhanced the exceptional achievement of the children. For example, a system of peer mentoring has enhanced day-to-day practice. The recently-established extended provision, although at early stages of development, has had a positive impact on the confidence and well-being of the children who attend. Evaluation of the school's work is self-critical and perceptive. There is a shared vision for continuing improvement. The leadership team have plans to further develop systems for recording and sharing assessments of children's learning in light of the growing staff numbers and extended provision.

The governing body has a good awareness of the strengths and weaknesses of the school. They give a good level of support to the school and effectively provide professional challenge to hold the school to account. High quality procedures are in place relating to most aspects of safeguarding, although procedures with regard to the regularity and recording of fire drills are not as rigorous as they could be.

The school promotes community cohesion exceptionally well. Children learn to value and respect others within the school community. Children's awareness of their wider community is also very effectively developed; for example, through use of regular visitors to the nursery, and children taking part in events in the community, such as the civic service at Liverpool Anglican Cathedral.

Partnership working is excellent. Links with agencies supporting children who have special educational needs and/or disabilities have a very positive impact on their progress. The nursery works in partnership with other early years settings that children attend before starting nursery, and a range of schools to which the children transfer, to ensure that transitions are smooth and children's needs are met to the highest standard. Partnership with parents and carers is exceptionally successful. Highly positive relationships are established with parents and carers, who are strongly engaged in their children's learning and the school's work. Inclusion is at the heart of the nursery's ethos, and the high level of attention to meeting individual needs ensures that all children have equal opportunity to learn and succeed.

### *These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## **Views of parents and carers**

The vast majority of parents and carers responded to the questionnaire. The responses were overwhelmingly positive in all areas. All respondents agreed or strongly agreed with the statements made. Comments which were made all expressed highly positive views. The views are reflected in the following comment 'I could not imagine a better start for my children. It is simply a fantastic school with wonderful dedicated staff'.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at East Prescot Road Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 57 completed questionnaires by the end of the on-site inspection. In total, there are 74 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	91	3	5	0	0	0	0
The school keeps my child safe	54	95	3	5	0	0	0	0
The school informs me about my child's progress	48	84	7	12	0	0	0	0
My child is making enough progress at this school	53	93	2	4	0	0	0	0
The teaching is good at this school	54	95	2	4	0	0	0	0
The school helps me to support my child's learning	55	96	2	4	0	0	0	0
The school helps my child to have a healthy lifestyle	55	96	2	4	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	51	89	4	7	0	0	0	0
The school meets my child's particular needs	55	96	2	4	0	0	0	0
The school deals effectively with unacceptable behaviour	52	91	4	7	0	0	0	0
The school takes account of my suggestions and concerns	52	91	5	9	0	0	0	0
The school is led and managed effectively	57	100	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	57	100	0	0	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 September 2011

Dear Children

**Inspection of East Prescott Road Nursery School, Liverpool, L14 1PW**

Thank you for showing me the work you were doing when we visited your school. We enjoyed talking to you and watching you play and learn. We enjoyed seeing you playing and looking after the chickens in your lovely outside area. We were very pleased to see how good you were at being leaders and listening to your teachers. Well done! You showed me that East Prescott Road is an outstanding nursery school.

All the adults take excellent care of you and make sure you all have a lot of exciting things to do, both inside and outdoors. Your teachers work very well together to make sure you enjoy your time at nursery and learn a great deal. Your parents and carers told me that they are very happy with the nursery and that you all enjoy coming.

Your nursery is always looking for ways to make it even better. We have asked them to make sure they always write down when you have your fire drill practices.

I hope you all continue to have a lovely time.

Yours sincerely

Elaine Murray  
Her Majesty's Inspector

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