

East Prescott Road Nursery School

86 East Prescott Road, Liverpool, Merseyside, L14 1PW

Inspection dates

5–6 November 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Children blossom in this outstanding school. Irrespective of their starting points, children thrive and make exceptional progress in their early learning.
- The achievement of the most able children and those with special educational needs is outstanding because of high-quality support and challenge.
- Very knowledgeable and committed staff are inspired by the excellent headteacher who drives the highest standards of teaching. Children's thirst for knowledge is satisfied by the tantalising range of activities, especially outdoors.
- Progress is tracked closely and activities match children's needs, although the school's system for managing this is over-complex.
- Parents are a vital part of the success of their children. They are extremely positive about the school and welcome the role they play in continuing their child's learning at home.
- Every child is welcomed individually when they come to school each morning and afternoon. This sets the tone for the day and children smile and hurry to their classes because they are looking forward to learning.
- Children love reading, writing and mathematics because these skills are taught imaginatively through story-telling and are part of every activity they choose whether indoors or outside.
- The behaviour and safety of children are outstanding. They are proud to be 'leaders' and helpers and are taught to respect others and value themselves.
- The exceptional curriculum is anchored in providing activities to stimulate and capture children's curiosity for learning. It is rooted in developing early reading, writing and mathematics skills for each child. Consequently, the children are very well-prepared for primary school.
- Outstanding leadership reflects the highest expectations of care and achievement as a matter of course. All staff are whole-heartedly dedicated to each child's education and constantly strive for the best outcomes.
- Leaders and governors have maintained the high-quality teaching, achievement and other outstanding features highlighted at the previous inspection because they are not complacent and they share a clear direction for continuing improvement.

Information about this inspection

- The inspector and headteacher observed a wide range of sessions at the nursery over the two days of the inspection.
- Discussions were held with governors, a representative of the local authority, members of staff, parents and grandparents and the children.
- The inspector reviewed the responses of 30 parents to the online questionnaire, Parent View, the findings of the school's questionnaire in July to parents, the many letters she received from parents and the conversations with parents at the beginning of morning and afternoon sessions. The inspector also took account of the 10 responses to the staff questionnaire.
- The inspector observed the school's work and looked at a range of documents, including information on children's progress, children's work, governing body records of meetings, the school's views about the effectiveness of the nursery and records related to children's behaviour and safety.

Inspection team

Marie Cordey, Lead inspector

Additional Inspector

Full report

Information about this school

- This is an average-sized nursery school. Children attend part time, mainly for morning or afternoon sessions.
- The school provides 'wrap-around' care for children before and after school and for children to attend all day instead of only in the morning or afternoon session.
- The vast majority of children are from White British families.
- The proportion of disabled children or those supported through early years action and early years action plus is average. No children have a statement of special educational needs.
- The school is led by an interim headteacher who took up post in April. A new headteacher has been appointed to take up post in January 2015.
- As this is a nursery school it does not receive pupil premium funding or sports premium funding from the government.

What does the school need to do to improve further?

- Ensure that records to track children's progress are straightforward and clear enough to enable all leaders and staff to use them more easily.

Inspection judgements

The leadership and management are outstanding

- The successful headteacher of another school has taken over leadership of East Prescot Road after the retirement of the previous headteacher and before the new headteacher takes up post in January 2015. She combines calm and quietly determined leadership with a detailed knowledge of each child's unique character.
- The headteacher is very well supported by a knowledgeable and effective assistant headteacher and strong middle leaders. They have a clear understanding of the school's considerable strengths noted at the previous inspection and also an up-to-date picture of the school's current performance. Actions to ensure continuous improvement are clear and supported by all. As a result, all staff are extremely proud of the school's on-going success.
- Leaders bring out the best in staff and children because of their high aspirations for children and very clear direction. Teachers apply rigorous measures to target children's attainment and record their progress. Occasionally, these measures are so detailed and numerous they cause a little confusion and are time-consuming. Nevertheless, this does not diminish the very effective promotion of equality of opportunity for all pupils.
- The quality of teaching is checked rigorously and support and training follow closely from any concerns identified and from the school's priorities. Staff have targets linked to their performance. They are held to account for children's progress through rigorous evaluations of their effectiveness in order to reach the next salary level.
- The exceptional curriculum and outstanding teaching ensure that all children have equal opportunities to succeed and achieve. Children learn about people from different backgrounds and respect and consideration for all are watchwords of the school. Even at this young age children develop an appreciation and preparation for life in modern Britain because of the broad curriculum that includes learning about citizenship in their community and country.
- Literacy and numeracy are promoted very well and are threaded through all activities whether it be counting the paving stones outside or signing in to each session. Children learn quickly about linking sounds and letters because it becomes a part of so many things that they do as well as in exciting story-telling sessions. Children are encouraged to learn increasingly sophisticated words because staff use them deliberately throughout the day. Children know what the perimeter is, for example, because it is explained to them when they are asked to move to the edges of the class room.
- Children make great strides in their spiritual, social, cultural and moral development. They treat snack times as social occasions and clear up after themselves. Their behaviour and manners are impeccable and they become confident and resilient young people. Right from the start they are encouraged to pause and think about things and this prompts them to become reflective. Their knowledge about the world around them and globally is astonishing in its depth. They are just as likely to know about the correct amounts of food to give to chickens as about Diwali festivals, for instance. The local community is an important part of school life as it has been for a number of years. Parents are proud and grateful for the school's place at the heart of the community.
- The school is given 'light touch' support from the local authority because of its outstanding outcomes from previous inspections. Nevertheless, this support is extremely challenging and leaders and governors welcome its rigour.

■ The governance of the school:

The governing body is knowledgeable and skilful in holding the school to account. Governors make effective use of detailed and thorough headteacher reports and regular training to help them fulfil their roles. This training has supported them to analyse children's progress accurately, focus on improving teaching and to question the school's effectiveness. Policies are not rubber-stamped but reviewed closely. For example, governors tackle particular wording in a policy and ensure changes are made. Governors ensure that safeguarding requirements are met and pay particular attention to the safety of the building. At the same time children are encouraged to take acceptable risks through the opportunities they have to safely climb trees or dig the raised beds, for instance. Finances are managed efficiently to ensure children's outcomes are positive. Governors decide whether staff should be given salary increases through rigorous evaluations of their impact on children's progress and personal development.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding. The children become more confident and independent because they are respected and encouraged to believe in themselves and to respect others. They have a sense of fair play and know what bullying means and who to turn to if they have any worries about, say, 'anybody who is unkind' to them.
- Much is expected from the children and in turn they expect a lot of themselves. Many children were seen discouraging their parents from removing their coats because their teacher had said they could do this 'on my own' and 'I am being independent.' Children are enthusiastic when learning outside in most weathers because they learn to wrap up well and put on their coats and wellingtons.
- Children thoroughly enjoy themselves and have very positive attitudes to learning. Their behaviour is managed successfully by staff that model good behaviour and gently remind children of the school's high expectations of behaviour on the rare times that this is required.
- Children and their parents are encouraged to take attendance seriously even though it is not statutory for this age group. As it is, children want to come to school and there are very few absences. Their punctuality is excellent because they are eager to come to school.

Safety

- The school's work to keep children safe and secure is outstanding. Children feel safe and their parents agree. Governors and leaders are well-informed about safety arrangements and communicate this to staff.
- The governing body, leaders and site-supervisory staff make regular and frequent safety checks of the school and the grounds. Training for the school's security and safety are undertaken by all staff and governors.
- Children know who to turn to if they need help, for example if they fall over. They have a growing understanding of healthy food at snack times and of the benefits of exercise.

The quality of teaching is outstanding

- High expectations, excellent knowledge of early years education and thorough planning characterise the quality of teaching. Consequently, children are carefully guided to take part in activities that are both pleasurable and challenging.
- Teachers capture every opportunity to extend skills. Children write shopping lists, menus and words and simple sentences both indoors and outside. They count, add up and also take away numbers as part of a variety of activities, including sitting in the magnificent story teller's chair and observing the different types of birds in the sky.
- Teachers use their detailed knowledge about reading and mathematics to introduce letters and numbers in a fun way. They sometimes muddle up stories deliberately to so the children become proud experts. Similarly, mathematics is deliberately included in book reading, the taking of the register and in adventure trails outdoors, for instance, to make early numeracy interesting and relevant.
- Each child is treated as an individual and supported to make rapid progress in their learning. As a result groups of children, such as the most able or those with special educational needs, make the same outstanding achievement as other children.
- Key workers and support staff work closely in a team with the class teachers to plan work that is suitable for children's development. The high-quality support for children with barriers to their learning and those with special educational needs leads to those children making rapid progress in their learning as well as in their personal development.
- Children are encouraged to be resilient and to think for themselves. They are often heard saying, 'I need to think about this,' or pausing before they begin an activity because they are encouraged to be self-reliant and to persevere.
- The outdoors areas are exceptional. There are lots of opportunities to learn and discover that are taken full advantage of by children. These include hidden areas, raised beds, log houses, an amphitheatre, the chicken run, climbing apparatus, musical instruments, trees and gentle hills. In addition there are areas to write, conduct scientific experiments, count and even wash themselves if they are dirty or have been feeding the chickens.
- Children discover a joy of learning of the little things in life as well as the more significant, prompted by enthusiastic and knowledgeable staff. They gazed in awe at a safely controlled firework display of inexpensive fireworks to the accompaniment of the 1812 Overture because of staff's enthusiasm and careful planning. Later on in the day children pondered 'balance' and linked this to science, mathematics

and the environment through thinking about nature and living things.

- Children know how well they are doing because staff tell them and guide them to increasingly challenging work. Children respond well to this because they are keen to learn more and they become confident in their ability.
- Parents know what their children are learning because they are kept well-informed. They help their children to learn at home because 'learning journals' are comprehensive records of their children's work and include ideas for parents to continue activities that children have been doing at school.

The achievement of pupils

is outstanding

- Children, including those with barriers to their learning, make exceptional progress from their individual and different starting points. Overall their starting points are typical for their age. By the time they leave nursery their skills are very advanced and all children are working at a level higher than those typical for their age.
- Children are very well prepared for primary school, not just because of their breadth of knowledge and their literacy and numeracy skills but because they are ready and eager to learn. Their social skills are very well-developed and they are avid learners who are keen to discuss ideas and apply themselves.
- Children expand their vocabulary and speak to each other clearly. They are encouraged to speak expressively and accurately and can be heard saying why and when the word 'may' should be used instead of the word 'can' for instance.
- Children take on responsibilities as leaders and helpers conscientiously. Even taking the register is used as a chance for the child who is the 'leader' that day to count the children and then put that number on the board. Children then continue by taking away and adding numbers on cards to make up the number of children present.
- Teaching is specifically focused on improving children's achievement across all areas of the curriculum and their progress over time is substantial. The interests of each child are taken into account when planning activities and might include the effective use of the new 'touch tables,' which enable children to draw, research, read, write and do sums on a huge laptop on a table. Books, craft materials and scientific equipment are available and stimulate learning.
- Children make excellent progress in their physical skills through dance, exercises and playing outdoors. They learn to control their movements as well as being imaginative in their dance, particularly in warm-up activities. Children who are disabled or who have special educational needs are carefully and effectively supported by knowledgeable staff in a range of ways such as one-to-one support, small group work or by guiding more independent and challenging work. As a result their achievement is outstanding.
- The more able children are encouraged to complete increasingly sophisticated work to challenge them to realise their potential. As a result these children make the same exceptional progress as other children and demonstrate a sophisticated understanding and knowledge of all areas of early development.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	104504
Local authority	Liverpool
Inspection number	448086

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	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	93
Appropriate authority	The governing body
Chair	Julie Nadim
Headteacher	Maria Eves
Date of previous school inspection	21 September 2011
Telephone number	0151 228 4672
Fax number	0151 254 2746
Email address	eprns@gmail.com

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