

Ellergreen Nursery School and Childcare Centre

Ellergreen Road, Norris Green, Liverpool L11 2RY

Inspection dates 2–3 December 2015

Overall effectiveness **Outstanding**

Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- This is an excellent and improving school. It is a wonderful place to send your child, to look for support or to work. All of those involved with the school are noticed, nourished and supported.
- The headteacher is an exemplary model of good practice with children and staff. Her high standards are followed by the teachers and nursery nurses, whose relationships with one another and families at the school are of the highest quality.
- Staff are highly skilful at spotting and filling gaps in children's learning. Children are happy, self-confident and enjoy school.
- The headteacher, staff and governors have a well-informed, accurate and clear view of the school's successes and how to make provision even better. Even more can still be achieved if checks on the school include more help from other schools.
- Children are taught well how to understand and respect different people and communities.
- Children's behaviour is superb.
- The outstanding quality of teaching helps children to make great strides forward in their learning. Ellergreen staff as well as other nurseries are ably supported by the headteacher to help them improve.
- The quality of resources and displays used to support children's learning is exceptional.
- Staff make full use of their deep knowledge of nursery education to teach a wide range of interesting activities. They give children excellent help to explore, to think and to question.
- Staff knowledge of safeguarding is good rather than excellent. The school recognises the value of staff accessing further training about wider safeguarding issues.

Full report

What does the school need to do to improve further?

- Strengthen links with other maintained nursery schools so that more external reviews help leaders and governors at Ellergreen to maintain the high quality of teaching and children's rapid progress.
- Build upon the good level of staff knowledge about the care and protection of children and families by making sure staff access further training about wider safeguarding issues.

Inspection judgements

Effectiveness of leadership and management is outstanding

- This is a school where children, their families and staff are highly valued and helped to thrive. The school motto 'broadening horizons, brightening futures' shapes much of what the school does each day. The headteacher shows drive and determination in steadily raising the quality of all the school provides. Provision is now of a high standard and staff are successfully helping other schools and early years settings to improve.
- The headteacher is deeply knowledgeable about the development and learning of young children. She gives staff frequent access to training and encourages them to try new ideas and discuss these with her and colleagues. Staff feel trusted and valued. A typical staff comment to Her Majesty's Inspector (HMI) was, 'The headteacher believes in me. She wants me to succeed.'
- The headteacher is making full use of her expertise in carrying out careful, regular checks on the quality of teaching and learning in classrooms. She reviews the quality of staff support to children, as well as the quality and accuracy of staff checks of children's learning. She checks the quality of learning spaces, resources and planning across the school in great detail. More recently, the headteacher has also reviewed how well staff support children's emotions, behaviour and thinking. Because these reviews are linked to very clear feedback and targets for staff, teachers and nursery nurses are very well supported. They know what to do to improve their work with children.
- The way in which the headteacher goes about her work shows that she cares deeply about the children, families and staff at the school. Often, she is present in classrooms or to be seen welcoming families as they arrive at school. On other occasions, she works with her office door open as much as possible. Staff and parents comment how this way of working builds strong relationships within the school.
- The work of staff and governors is based upon a very clear vision set out by the headteacher. As one parent commented to HMI, 'This is a school where the quality is so high that you will never see a blank noticeboard in the corridor'.
- The curriculum is exciting and very well planned. Children benefit greatly from memorable experiences, including school trips, meeting school visitors and being introduced to different animals. Activities at school have a very positive impact on children's learning, including opportunities to explore, explain their ideas and solve practical problems.
- Early years pupil premium funding is used very well to provide carefully planned communication and language group times for relevant children.
- Children at Ellergreen are taught that their views and feelings matter. They are taught how to make decisions and to think for themselves. They have many opportunities to learn about other people, cultures and communities, for example through regular German lessons. These opportunities are valued highly by parents because children are gaining an excellent start to understanding life in modern Britain.
- The headteacher knows each child and family in detail. She uses this knowledge very well to support the work of her staff. For example, she provides expert leadership of support for children with special educational needs, as well as supporting wider family needs. Furthermore, the headteacher is active across the city of Liverpool, speaking up for young children and families who need help.
- Reviews of the school benefit from regular challenge and support from the headteacher of a local primary school, acting on behalf of the local authority. This outside view is giving the school valuable help and encouragement. The headteacher at Ellergreen is now keen to build upon this support by bringing in additional external reviews of the quality of her school from other maintained nursery schools.
- **The governance of the school**
 - Governors are very clear that it is their role to challenge the headteacher as well as to give her every support they can from their skills and expertise.
 - They ask probing questions at meetings and visit the school regularly to check on the work of staff.
 - Governors give high priority to making sure that safeguarding is reviewed and discussed regularly.
 - They understand how the school challenges the work of teachers and nursery nurses to improve, as well as how success is rewarded.
 - Governors make clear and careful decisions about how money is spent in the school and how sources of additional funding are accessed.
- The arrangements for safeguarding are effective. The headteacher has completed up-to-date training for her role to lead safeguarding in the school. She has a good understanding of the many issues that can

affect the lives of children and families. She knows how to recruit staff safely. Arrangements to check the suitability of staff at the school meet requirements. The headteacher keeps staff trained and updated regularly using information provided by the local authority.

- Staff have a clear understanding of the safety and welfare of children. They know about the main types of abuse, how to recognise possible signs of harm and how to report their concerns about children or adults. They know how to protect themselves from unnecessary risks. Staff also know about arrangements to support families who need help from a range of services. Adequate steps are taken to protect children when they use computers at school. Updated staff training about internet safety is planned.
- Staff understand their new responsibilities, including the prevention of extremism. While staff knowledge of safeguarding is good, more training about wider issues in the care and protection of children and families will develop their expertise even further.

Quality of teaching, learning and assessment is outstanding

- The quality of teaching is excellent. Highly qualified staff use their extensive knowledge of the education of young children to plan a wide range of interesting and relevant activities with great care and attention. For example, in the community hall, children were being taught to coordinate their movements, stretch and point their feet and toes as part of a very enjoyable dance lesson.
- When they are new to nursery school, staff make full use of what parents and childcare workers tell them about children. This helps staff to settle children quickly and to provide what they need to learn next. Staff keep parents well informed about children's progress as well as how to extend learning at home. The school website also gives parents an excellent overview of teaching and learning at Ellergreen.
- Expert additional support is given to children whenever there are concerns about possible special educational needs or a disability. Staff work extremely closely with parents so that helping children to develop is a shared effort. As a result, an impressive number of parents at Ellergreen have high praise for the school and the quality of support given for all children.
- Checks by staff on what children are learning are thorough and accurate. This means that staff know children very well. They know children's individual strengths as well as the next steps for their learning. The headteacher reviews the progress of all children, including different groups, regularly. She and staff use this information skilfully to spot where teaching has the potential to get even better across the school.
- High-quality storybooks and non-fiction books, including some in different languages, are selected carefully by staff and displayed very well throughout the school. Staff model how to be a reader which encourages children to use these books frequently. For example, the story of *The Gruffalo* was read aloud by a teacher with much skilful use of tension, prediction and humour.
- As well as a school library for families to use, there are attractive displays about favourite stories which promote key messages about the thrills of reading. Staff make every use of rhymes and games as well as teaching children the sounds that letters make. This is because staff are well trained to develop children's early reading skills.
- The headteacher, nursery school staff and childcare workers operate well as one overall linked team. They share a vision to develop high-quality experiences for children. Together they provide much support when new three-year-olds start nursery school. During the inspection, HMI observed older, visiting two-year-olds being introduced gently to one of the school classrooms by a member of school staff. This boosted children's confidence.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is outstanding.
- Children at Ellergreen are very happy and settled. They are confident learners. They say hello to visitors such as an inspector, and may even ask questions of them but then quickly return to their learning. This is because classroom activities are so well thought-out by staff that children have much to hold their attention.
- Relationships between staff and children are exemplary. Whenever children arrive in their classroom, staff

talk to them gently and explain activities clearly. They support children very well to play and learn with their classmates. Every child is noticed and helped to feel valued by staff.

- Individual staff know their own group of children in great detail. This helps to build the relationship between children and their special person very successfully. In addition, staff and the headteacher have an excellent understanding of children across the school. They use their knowledge to adapt their support for children very skilfully. HMI agrees with the many parents and staff who said that this creates a strong and positive family feel within the school.
- Staff teach children to often be physically active. This includes wonderful opportunities learning how to dance. Also, children benefit greatly from frequent times to explore and learn outdoors, supported carefully by staff. As a result, children make excellent progress in their ability to control and move their bodies.
- Children act safely. For example, they use scissors sensibly and they take appropriate care of their classroom when making water-filled mud pies in the role-play kitchen. In other lessons, they are taught how to keep their bodies safe and private.
- Staff know which children need additional help to feel good. They make sure that extra support and encouragement is always available. As a result, most children respond very well to their own feelings as well as recognising and responding to how other children feel. There are no recorded incidents of bullying.

Behaviour

- The behaviour of pupils is outstanding.
- Many children start nursery school needing to learn how to manage their own feelings and behaviour. Staff identify this quickly and work closely with parents, so to give support. Staff are consistently patient, sensitive and positive with all children. As a result, children benefit hugely from the excellent modelling shown by staff and the headteacher about how to play and learn and how to behave.
- The routine of the school day is arranged extremely well. Where changes to lessons are planned, children are given lots of help to anticipate what is going to happen. This makes sure that children feel at ease at school and move about calmly and confidently.
- The quality of resources and displays across the school and the organisation of classrooms to promote learning is excellent. This means that children spend their time in calm spaces which are very attractive and cared for. At numerous times during the inspection, children were deeply involved in their play and activities, supported very well by staff and not distracted by other children. Across activities they show high levels of care and consideration for their classmates.
- Children's attendance at nursery is good. The headteacher reviews attendance and lateness carefully and in detail. There are clear arrangements to follow up any issues with families. High attendance is properly emphasised as important preparation for primary school.

Outcomes for pupils

are outstanding

- The majority of children start at nursery school in need of extra help with their ability to read, count, recognise numbers and manage their own feelings and behaviour. These aspects of learning are below those typical for children's age.
- The outstanding quality of teaching, the superb resources, displays and classrooms, as well as the excellent relationships between children and staff, all make a huge difference to children's learning. By the time that they leave school, children have made excellent progress from their starting points.
- During the inspection, HMI observed a teacher taking every opportunity to support children at whole-class time to practise their counting and their recognition of numbers. As a result, children made rapid progress with their mathematics skills.
- The teaching of writing in the school is of a high standard. This is because staff have a deep understanding of how to help children to make meaningful marks and learn how to write. This approach is encouraging even the youngest children to want to write their names. Also, they make great efforts when writing letters to Father Christmas. Staff have high expectations of what children can achieve. They give children just the right amount of help with exciting writing activities and children progress very well as a result.
- The school's information shows only small variation in the progress made by different groups of children.

All children, including the most able, are given the fullest attention so they make big strides forward in what they can do. Children eligible for early years pupil premium funding make excellent progress in their learning.

- Staff give an excellent emphasis to children's personal and physical development, as well as to their communication and language. This leads to children rapidly developing the emotions, self-belief and talking skills that they need. By the time they move to primary school, children are well prepared for learning in Reception class.
- Disabled children and those with special educational needs make huge strides forward in their learning because of high-quality support from staff and other workers. An excellent focus upon children's individual targets gives them the best chance to catch up with other children.

School details

Unique reference number	104506
Local authority	Liverpool
Inspection number	10001122

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Nursery
School category	Maintained
Age range of pupils	3–4
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Sharon Cody
Headteacher	Jane Rogers
Telephone number	0151 233 4594
Website	www.ellergreennurseryschool.co.uk
Email address	ellergreen-ht@ellergreen.liverpool.sch.uk
Date of previous inspection	13 November 2012

Information about this school

- Ellergreen Nursery and Childcare Centre is an average-sized maintained nursery school.
- The school is situated in a community centre on a campus which includes other community facilities.
- The site is linked to Clubmoor & Ellergreen Children’s Centre which is managed and inspected separately.
- The majority of children are from a White British background. Other children are from a range of minority ethnic groups.
- The school has identified 19% of children as being disabled or having special educational needs. The proportion of children who speak English as an additional language is 20%.
- There are 51% of children supported through the early years pupil premium funding (EYPP). This is additional government funding given to schools for disadvantaged children.
- The headteacher is also responsible for nursery provision on the campus for children from age three months to three years old. The childcare provision is inspected separately to the school.
- The school coordinates and provides support and training for a wide range of schools and early years settings across Liverpool.
- Support and challenge are provided to the school on behalf of the local authority by a national leader in education who is the headteacher of Our Lady’s Bishop Eton Catholic Primary School.

Information about this inspection

- Her Majesty's Inspector (HMI) spoke to children and observed learning and teaching both in nursery classrooms and in the covered outdoor area. Some teaching was observed jointly with the headteacher.
- HMI undertook a tour of the school and the linked private nursery with the headteacher at the start of the inspection.
- Meetings were held with the headteacher, a range of staff, three governors including the Chair of the Governing Body and a representative of the local authority.
- HMI spoke to some parents and carers on the first day of the inspection. HMI considered additional comments made by a parent in Parent View (Ofsted's online questionnaire). HMI took account of Ofsted questionnaires completed by 10 staff.
- HMI checked records of the suitability and training of staff and looked at children's work and displays in the classrooms and corridor.
- HMI considered a range of documents, including: reviews of how well the school is developing; reports on the quality of teaching; plans for the future; documents about the care and protection of children; plans for teaching; records of children's learning; and arrangements for reviewing children's progress.

Inspection team

Tim Vaughan, Lead Inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

