

# Inspection of Lillian de Lissa Nursery School

Bellevue, Birmingham, West Midlands B5 7LX

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Inspection dates: 8 and 9 December 2021

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Previous inspection grade

Good

## **What is it like to attend this school?**

Lillian de Lissa Nursery School is a magical place full of exciting learning opportunities that develop children's curiosity. Every day, children are eager to get through the door to start learning.

Staff have high expectations for every child. The staff's expertise ensures that learning is well matched to children's interests and needs. Children flourish academically, socially and emotionally. They achieve exceptionally well and acquire the foundations for future learning.

Children are at the heart of this nursery. Children all get on very well together. They consider one another's ideas when organising their play. Staff support children with special educational needs and/or disabilities well. Adults said that there is 'no limit to what every child can achieve'.

Children learn the importance of sharing and taking turns. They behave very well and beam with delight when they receive 'octopus stamps' on their hands for listening well. There is no evidence of any form of bullying.

Parents and carers said that the school is safe, and they can leave their children knowing that they are very well looked after. Parents are delighted with the progress that their children make, especially in their language development.

## **What does the school do well and what does it need to do better?**

The nursery is at the heart of the community. During the COVID-19 pandemic, the nursery has stayed open to give much-needed support to children and their families. Leaders are highly ambitious for children's learning. They ensure that children have a broad range of daily learning experiences. Teachers' high-quality modelling and input help children to improve their vocabulary. Children learn to count confidently. For example, they accurately count the pebbles and sequins in their collage work. This helps them to develop their early mathematical skills.

Staff are well trained to identify children's needs. High-quality resources, including a range of books, are available to support all activities. This helps children's knowledge to stick, and ensures that children develop a passion for learning. Children find their work exciting. They develop very positive attitudes to learning, and concentrate for long periods of time.

Recently, children took part in a 'Health for Life' project. After reading 'Lima's Red-Hot Chilli', they grew and harvested garlic and herbs. Children observed how plants grow and then painted very detailed pictures. This helped them to remember what they had learned.

Two-year-olds enjoy learning and are eager to join older children in some activities. Children achieve very well because of the support that staff provide.

The nursery provides many opportunities for children's moral, social and cultural development. During the virtual 'Jesus' Christmas Party', children empathised with the innkeeper and his decisions. Creativity underpins all learning. Members of the City of Birmingham Symphony Orchestra visit the school. Children listen carefully to instruments to improve their listening skills. In addition, children make strong progress when working in the creative area. Led by an artist, children experimented with mark-making using thin and thick paint. They confidently explore a variety of materials and different textures.

The children's love of reading underpins all learning. For example, during one story session, a child kissed and hugged the story book before the teacher put it away. In story sessions, children listen for any repeated phrases and join in with them. For example, when listening to 'Goldilocks and the Three Bears', children were enthusiastic about repeating the phrase, 'the porridge is too hot/too cold'. High-quality reading activities ensure that all groups of children are ready for primary school.

Since the last inspection, leaders have developed effective systems to monitor and track children's learning. Gaps in children's knowledge are identified and quickly filled. The governing body plays an active role in supporting the executive headteacher, and does this effectively.

Parents said that their children blossom, and love coming to school. Parents commented that they can always rely on staff to sort things out. They value having the nursery as the first port of call if they ever have any problems.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff are well trained, and governors ensure that safeguarding records are well maintained. Parents spoke very positively about the help they have had from staff in ensuring that their children are safe. The school website is full of signposts to agencies that can offer help and support.

Leaders have worked successfully to forge links with different agencies so that parents get access to the help that they need. Staff check the security and safety of the premises regularly. Standards of hygiene are meticulously maintained.

## How can I feedback my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	103137
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10201055
<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	2 to 5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	98
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sean Delaney
<b>Executive Headteacher</b>	Mandy Cryan
<b>Website</b>	<a href="http://lilliandelissa.sch.life">http://lilliandelissa.sch.life</a>
<b>Date of previous inspection</b>	12 September 2018, under section 8 of the Education Act 2005

## Information about this school

- Lillian de Lissa Nursery School is federated with eight other nursery schools maintained by the local authority.
- The nine schools are clustered into smaller groups, each served by a 'scrutiny committee'.
- Each cluster has its own executive headteacher and inclusion manager.
- The nursery caters for children aged 2 to 5 years old.
- Children attend either on a full-time or part-time basis.
- Two-year-olds are taught in a separate classroom, although they join the other children for certain activities.
- The nursery school does not use any alternative provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Before the inspection started, inspectors looked at the school’s website and information about the nursery available on social media.
- During the inspection, inspectors held meetings with the executive headteacher, deputy headteacher, inclusion manager and the special educational needs coordinator. The lead inspector met with members of the governing body, including the chair.
- Inspectors met with senior leaders and teachers to discuss and scrutinise documents linked to safeguarding, school improvement and curriculum planning.
- Inspectors also spoke to a representative of the local authority, and several parents.
- During the inspection, inspectors focused on early reading; communication and language; understanding the world; personal, social and emotional development; and mathematics. Inspectors looked at children’s work, held discussions with teachers and visited classrooms to see children learning.
- Inspectors looked at other areas of the curriculum in less depth, such as expressive arts and design.

### **Inspection team**

Bogusia Matusiak-Varley, lead inspector      Ofsted Inspector

Sarah Malam      Ofsted Inspector

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