

Inspection of a school judged outstanding for overall effectiveness before September 2024: East Prescott Road Nursery School

86 East Prescott Road, Liverpool, Merseyside L14 1PW

Inspection date: 7 May 2025

Outcome

East Prescott Road Nursery School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Children are happy at this vibrant and welcoming nursery school, where differences are valued and nurtured. Children feel accepted, loved and respected. They thrive in this supportive environment. They are well cared for and safe.

The school's values of friendship and trust are embedded throughout the curriculum. These underpin the positive relationships between everyone in the school. Children behave well. They are kind and thoughtful. They learn to look after one another.

The school has high aspirations for pupils' achievement. Children are enthusiastic about their learning. Over time, children become independent and resilient learners. They achieve well. They move on to primary school ready for the next stage of their learning.

Children's school experience is enriched by a range of interesting trips, visitors and events. Children readily engage with these exciting learning opportunities. They learn to be responsible through activities such as caring for ducklings and when using real tools in woodwork. Children learn about people who help others in their community. They are particularly delighted receiving visits from firefighters and police officers. These meaningful real-life experiences contribute well to children's wider development.

Parents and carers speak highly of the school's work. Many comment how staff go above and beyond to support their child.

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

Children's early communication and language skills are given the highest priority. Staff regularly check how well children are developing these skills. The school provides focused support for children who may be at risk of not learning all that they should. Staff are quick to build on children's interests and curiosity to spark discussions. Many staff ably and thoughtfully add to and reinforce new vocabulary. Children quickly find their voice, knowing they will always be heard.

The school ensures that children with special educational needs and/or disabilities (SEND) benefit from the support that is in place. This includes children taught in the specially resourced provision for pupils with SEND (specially resourced provision). Here, children receive highly effective support from staff who have a strong understanding of the particular difficulties that some children face. Staff check how well children are learning to clearly identify their strengths and next steps. This information is used to carefully tailor learning to meet children's needs. This ensures children with SEND can access the curriculum alongside their friends.

The school has carefully considered the needs and starting points of all children in its curriculum design. It has developed an ambitious and well-thought-out curriculum for most areas of learning. In one or two areas of learning, the school is still determining the essential knowledge that children should learn. On occasion, some staff do not place the right emphasis on the knowledge that children need for their future learning. This prevents some children from learning as securely as they could and making connections to build on their previous learning.

Staff skilfully and sensitively teach children about the expectations for their behaviour. Children learn how to share and take turns. They understand the importance of looking after equipment and eagerly help to tidy toys away. Staff expertly help children to learn about their feelings and how to express themselves. Children confidently explain why they are happy or sad.

The school carefully nurtures the personal development of children. It makes full use of its spacious outdoor areas. Building independence is an important aspect of the school's ambition for all children. Staff successfully help children learn the knowledge and skills to realise this. For example, children develop independence when pouring drinks or putting on their coats and wellington boots. Through stories and celebrations, such as for Diwali and the Lunar New Year, children learn about diversity among people and families. This supports children to develop their confidence and builds their understanding of different people locally and in the wider world.

Governors share the school's passion for providing the best for children who attend. Staff value the support they receive for their well-being and workload. They appreciate the time the school gives them to carry out their responsibilities effectively. Staff are very proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of areas of learning, the school is in the process of refining the essential knowledge that children need to learn. As a result, important ideas and concepts are not emphasised or revisited to secure children's understanding in these areas. The school should ensure that all staff have the knowledge and skills they need to deliver the curriculum effectively across all areas of learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be outstanding for overall effectiveness in November 2014.

How can I feed back 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104504
Local authority	Liverpool
Inspection number	10347887
Type of school	Nursery
School category	Maintained
Age range of pupils	3 to 4
Gender of pupils	Mixed
Number of pupils on the school roll	85
Appropriate authority	The governing body
Chair of governing body	Julie Nadim
Headteacher	Craig Bolton
Website	www.eastprescotroad.co.uk
Date of previous inspection	26 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of any alternative provision.
- The school runs a breakfast and after-school club.
- Since the previous inspection, the headteacher and other members of staff have been newly appointed to the school.
- The school operates a specially resourced provision for children with SEND. This caters for children with autism and communication and language needs from three to four-years-old. At the time of the inspection, there were eight children on roll at the resourced provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and other school leaders. The lead inspector met with members of the governing body, including the chair of governors.
- The lead inspector spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and children; and considered the extent to which the school has created an open and positive culture around safeguarding that puts children's interests first.
- Inspectors reviewed documentation, which included leaders' evaluation of the school's strengths and areas for improvement and documentation relating to children's attendance.
- Inspectors visited classrooms and the outside areas. They spoke with staff and considered a range of curriculum documentation.
- Inspectors spoke with children and observed their behaviour as they played in the nursery. There were no responses to Ofsted's online survey for pupils.
- The inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.
- Inspectors met with parents and carers during the inspection. They also took account of the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Victoria Burnside, lead inspector

His Majesty's Inspector

Sarah Gower-Jones

Ofsted Inspector

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 children looked after, 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 <http://reports.ofsted.gov.uk/>.

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 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025