



East Prescott Road Nursery School

Inspection Report

Unique Reference Number 104504
LEA Liverpool
Inspection number 277175
Inspection dates 19 October 2005 to 20 October 2005
Reporting inspector Mr Mark Madeley CfBT Lead Inspector

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

Type of school	Nursery	School address	86 East Prescott Road
School category	Community		Liverpool
Age range of pupils	3 to 5		Merseyside L14 1PW
Gender of pupils	Mixed	Telephone number	0151 2284672
Number on roll	61	Fax number	0151 2542746
Appropriate authority	The governing body	Chair of governors	Mrs B Smith
Date of previous inspection	7 March 2000	Headteacher	Ms Louise Boyd

Age group 3 to 5	Inspection dates 19 October 2005 - 20 October 2005	Inspection number 277175
----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an additional inspector.

Description of the school

The school is smaller than average and is situated between Old Swan and Knotty Ash in Liverpool. Children mostly live locally but about one third of them come from further away. They start school soon after their third birthday and attend for either the morning or afternoon session. The total number of children rises over the year. Virtually all children are white British and speak English as their first language. Very few children have learning difficulties and/or disabilities. The school has achieved Investors in People and Healthy School awards.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

One parent wrote, 'this is a very special school with a very special staff'. The inspector agrees with the unanimous view of parents that it offers children a wonderful start to their education with an outstanding Foundation Stage provision. Children make very rapid progress and achieve exceptional standards. Teaching is high quality, very well planned and uses a very practical approach exceptionally well. Children develop outstanding personal skills. They love coming to school and behave very well but despite this, and their parents saying that the education is fantastic, attendance is only satisfactory. The headteacher and her team manage the school very well. They know where they want to go and have plans to achieve their goals. The school is high quality because staff constantly look for ways to improve. The governing body are supportive but have yet to come to terms fully with their recently devolved powers. The school provides good value for money. It helps children achieve exceptionally well but spending for each child is very high. The school's self-evaluation is accurate. It acted promptly on the key issues from the last inspection and aspects of information and communication technology (ICT) have improved considerably. These two measures demonstrate that it has the ability to improve even further.

What the school should do to improve further

- Develop the effectiveness of the governing body through training for their role and through purposeful visits to the school whilst it is working.
- Improve children's attendance.

Achievement and standards

Grade: 1

Children come to school with broadly similar attainment to that found nationally. Some children already have good social and speaking skills but there is a trend for more children to start with very weak personal skills and poorly developed speech.

Children make excellent progress because teaching is high quality and the programme is carefully constructed to meet the needs of each individual. The majority reach standards well in advance of those normally found in all the areas of learning. They already listen attentively to each other and speak clearly and confidently in group situations. For example, they shared what their senses told them about the coconut mix using phrases and sentences. During registration, some children already count to 20 and identify numbers greater than 10. They all are very confident with technology, an issue from the last inspection, for example, they used the computer, digital camera and tape recorder effectively.

Children with learning difficulties and/or disabilities make outstanding progress. Their needs are carefully assessed and impressive programmes are put in place to enable them to achieve at their own pace. Parents of these children are thrilled with progress they make.

Personal development and well-being

Grade: 1

Children love coming to school. For their age, they are wonderfully thoughtful, helpful and cooperative towards each other. They respond very well to the excellent example shown by adults and older children. Their behaviour is exemplary. Children's spiritual, moral, social and cultural development is of the highest quality. They marvel at the song of the birds they watch or the wriggling of the worm they find. The opening of a conker shell was a fascinating moment. Children are keen to be the 'leader' and everyone helps around the classroom by tidying away. They show great concern for each other when they are hurt or upset. Their understanding of other cultures is growing daily. They have extensive knowledge of the Diwali story and celebrations.

Children know simple ways to stay safe, for instance, keeping away from the fire. They are well aware of which foods are good for them and enjoy the frequent opportunities to run around outside. They have all the skills required for the next stage in their learning and because of this the primary schools they transfer to report that children are very quick to settle into school routines.

Attendance is satisfactory. It is not statutory for this age group. Punctuality is also satisfactory, being better in the afternoons than in the mornings when some parents and carers may have older children to drop off at school before coming to the nursery.

Quality of provision

Teaching and learning

Grade: 1

Staff understand really well how very young children learn. They build on what parents have told them that children are interested in and plan exciting activities that emphasise observing, smelling, feeling and listening. Children respond very positively because they think most activities are 'play'. The session is tightly structured to establish routines. Children respond very positively to the registration session and listen attentively to the story. They learn to be independent, moving from one activity to the next.

Staff promote children's language exceptionally well. They ask questions which require thought and more than a one-word answer. In the cookery activity, children were asked to describe what coconut tasted like and they gave some surprising, and lengthy, answers! Singing and rhymes are also used very effectively.

Children's progress is assessed continually and the information used to plan the next stage in each child's learning. This is especially true for children with learning difficulties and/or disabilities. Systems to identify and support these children are exceptionally effective.

Curriculum and other activities

Grade: 1

The curriculum is high quality because it meets the needs of the children so fully. Topics are carefully chosen to cover all six areas of learning. Children learn through well structured play activities that build on what children already know. A particular feature is the emphasis on sensory activities. The well equipped classrooms are wonderful places for the children to learn in and are enlivened by informative posters and beautiful displays of the children's work. Staff make very effective educational use of the superb school grounds to stimulate children's curiosity. Parents are delighted that their children regularly go outside, regardless of the weather. The provision for children with learning difficulties and/or disabilities is exceptional because staff, in the words of one parent, are always prepared to 'go the extra mile'.

What children learn is extended and enriched by visitors, like the Indian dancer, and special events. Children can also stay for the lunch and after school clubs that help prepare them for their next school.

Care, guidance and support

Grade: 1

Children are very well cared for by staff who know them, and their families, individually. Parents are delighted with the level of care. 'I feel that my child is very safe and extremely well cared for at school' wrote one parent. All children are treated with great respect by staff, for instance, when they ask if they can look at children's profile folders. Vulnerable children are particularly well supported and take part in all activities at their own level. The school has very good systems for keeping parents informed of their child's progress. These include comprehensive written reports and the setting of learning targets for the children. Parents are very happy with the way that they and their child are helped to settle into school. They also report that systems to help children transfer to the next school are excellent.

The school places a very high priority on keeping staff and children safe and healthy. All staff receive child protection training and risk assessments are carried out regularly. Procedures for analysing attendance could be more robust.

Leadership and management

Grade: 1

The collegial style of management is promoted very successfully by the headteacher. Everyone is involved in decision-making. She listens to and consults staff, governors, parents and children fully so that all feel involved in their school. Collectively, the staff know what is good about their school and what needs improvement.

Monitoring systems are very efficient and the school's performance is analysed carefully. Performance management for all staff is fully in place and felt to be very positive by everyone. The school is highly inclusive because it cares deeply about every individual. It promotes tolerance and understanding, and children respond well.

Direct funding is used fully to educate the children, though staffing levels are very high for so few children. The school has only recently had a delegated budget and is fortunate to have a very efficient administrator who has quickly come to terms with its management. The school is very good at getting additional funding for projects like the maintenance of buildings and grounds and has plans to improve the kitchen and foyer areas. This is the main reason for the large 'carry forward'.

The governing body effectively supports the school, especially on the finance and staffing committees. They have only recently received full powers of school management. They have yet to come to terms fully with these responsibilities and have planned training for newer members.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
--	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

I had a great time when I visited recently and, just like you, I really like your school. Thank you for making me so welcome. Some of you shared your books with me and I enjoyed looking at the photographs and your pictures and listening to you telling me all about them.

Your teachers are really good at helping you to learn in exciting ways. I won't forget about the moment one of you opened the conker shell or your faces when the coconut mixture stuck to your hands! You behaved very well all the time and this made your school a peaceful place. You like to look at things, like birds and worms, and knew a lot about them. I loved it when one of you had two trowels and went to find someone to share them with. You also were very caring towards the little girl who fell. You enjoyed playing outside on 'wellie day' and I think that this is really good for you.

Even really good schools like yours need to continue to improve. I have asked Ms Boyd to:

- ask the adults who oversee the school to visit more often so that they can see all the wonderful things you do
- encourage all of you to come to school everyday.

One further memory that I will never forget is the 'cows' passing the window on the rainy afternoon. What an amazing sight - and it really was you under rain macs!

Thank you to the staff for making a wonderful school and to you for being so kind and friendly towards me.