

East Prescott Road Nursery School

Inspection report

Unique Reference Number	104504
Local authority	Liverpool
Inspection number	324066
Inspection dates	3–4 December 2008
Reporting inspector	Mrs Clare Henderson

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

Type of school	Nursery
School category	Community
Age range of pupils	3–5
Gender of pupils	Mixed
Number on roll	
School (total)	84
Government funded early education provision for children aged 3 to the end of the EYFS	0
Appropriate authority	The governing body
Chair	Mr Gary Mason
Headteacher	Ms Louise Benson
Date of previous school inspection	October 2005
School address	86 East Prescott Road Liverpool L14 1PW
Telephone number	0151 228 4672
Fax number	0151 254 2746

Age group	3–5
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a very popular Nursery school offering Early Years Foundation Stage (EYFS) education. It is situated in an area of relatively high social disadvantage, although a considerable number of families travel from other areas of the town to attend. A few children have additional personal and social needs. Almost all children speak English as their first language, although a small proportion are from minority ethnic groups. A few children are at an early stage of learning English. The school has gained the Healthy Schools Award in recognition of its work.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding Nursery. Parents unanimously agree and typical views are, 'My children are the most precious things in my life and I could not imagine them receiving a better education start than they receive here,' and, 'Staff are inspirational with their ideas and commitment to the children.' Magical learning environments indoors and outdoors stimulate children's senses and promote their learning through play exceptionally well. Outstanding partnerships with local, national and international organisations complement this and give outstanding support to promoting community cohesion. The school provides excellent value for money and it has outstanding capacity for further improvement.

Achievement is outstanding. Most children begin with skills similar to those expected at this age. A small proportion of children have weaker personal and social skills or speech difficulties. Because of the welcoming atmosphere and highly skilled staff, children quickly become confident and independent learners. Children of all abilities make rapid progress. When they transfer to Reception, many children have skills well above those typical for their age and a good number are already achieving the skills expected at the end of the Reception year. Children achieve so well because they are extremely well taught. This means that the quality of their learning and development is excellent. Staff involve children at all stages of planning and evaluation of their learning by identifying, with them, the next steps they wish to follow. This means that children have first-hand input into what they are being taught and so they learn at the right pace for their individual needs. This enables the more able children to forge ahead while those with additional needs get the support they require.

Children's personal, spiritual, social, moral and cultural development is outstanding. A variety of spaces and places created in classes and the outdoor area give children time to pause, watch and reflect, for example the magical North Pole area where children exclaim, 'It's magic here,' as they enter an imaginary world of colour and light. Daily 'rise and shine' physical activities and yoga in the after-school club teach children the value of exercise and relaxation exceptionally well. Children learn to stay safe, and care for themselves and for others. For example, they are keen to help those less fortunate than themselves by collecting harvest food gifts for the homeless or filling numerous shoeboxes for 'Operation Christmas'. Their love of school is evident in their excellent attendance rates and exemplary behaviour. Opportunities to take part in enterprise schemes making and selling cards teach them, from an early age, the value of money and of working together. This prepares them exceptionally well for their future lives.

The quality of children's welfare is outstanding. Safeguarding arrangements and those for child protection are strong and supervision is at a high level at all times. Children are fully involved, with adult guidance, in carrying out risk assessments. This develops their self-confidence and belief in having a go at new and exciting experiences in a safe way without inhibiting their desire to explore and learn.

Leadership and management are outstanding. Teamwork, under the inspirational leadership of the headteacher, is the backbone of all the school does. Cleaning staff, a senior administrative officer, voluntary staff and governors work very closely

together to give all children the best possible start in education. The governors are supportive and challenging. They rigorously review the work of the school and use their skills extremely well to advance its success.

What the school should do to improve further

- The school has an extremely clear view of how it can continue to develop and there are no further areas for improvement that it has not already identified in its school improvement plan.

Achievement and standards

Grade: 1

All children, including those for whom English is not their first language or those who have social and speaking skills below those expected for their age on entry, make excellent gains in their learning. Children with additional needs make exceptionally good progress. This is because of the skilful support they receive from dedicated staff in the school. The school also engages successfully with a wide range of external agencies which benefit children's personal and educational needs very effectively. Well planned learning opportunities in all the areas of learning, with a particular focus on developing children's personal, mathematical and communication skills through for instance, daily writing opportunities, listening to stories and undertaking problem-solving activities, ensure that all children make excellent progress from their starting points. Consequently, when they transfer to their various Reception classes, all children have made significant strides in their learning. They reach levels well above those expected and many excel in their creative, communication and social development and also in their knowledge and understanding of the world.

Personal development and well-being

Grade: 1

Children exclaim, 'I really love everything here.' They say they feel safe and know to go to a teacher if they feel upset. Their excellent rate of attendance, exemplary behaviour and confidence as they set about their activities are testament to this view. They rapidly develop into independent young learners who gain an excellent understanding of their place in the world. Children know the importance of healthy eating and having a good diet. They enthusiastically declare, 'Salad is very good for you because it gives you lots of energy,' and, 'When there's a bonfire you've got to stand back.' Children spend considerable time learning outdoors in an exceptionally enriched sensory and creative environment. Consequently, they become fit and active learners. They share their activities happily with others, eager to take on responsibilities. For example, as 'class leaders', they let everyone know when it is time to tidy up! They learn about the world of work from a child's viewpoint from the wide range of visitors to school. Dentists, surgeons and the 'jolly postman' share their experiences in a fun and exciting way. This prepares children extremely well for their future lives.

Quality of provision

Effectiveness in promoting children's learning and development

Grade: 1

Children quickly become sociable, happy learners because they are given an active part in planning their learning. Very good relationships and high expectations of the children give them freedom to explore, investigate and learn at their own level. Staff and children plan together and all learning experiences are delivered through challenging, child-led activities. This enables all children to enjoy their learning and make outstanding progress. Parents agree, saying staff establish 'a calm, caring and creative environment full of fun, love and happiness'. At the end of sessions, children talk about what they have learned and plan their next steps in learning. An exciting outdoor environment, which includes an amphitheatre, dens and wild life sensory gardens, develops children's imagination and curiosity, and increases their creative development, knowledge, and understanding of the world in an exciting way. For instance, as children sit safely around the authentic style 'fire pit' cooking cheese toasties and drinking hot chocolate, their senses of sight, smell and taste are heightened giving them experiences to remember throughout their lives.

Excellent support from skilful staff for all children, including those with additional needs, for minority ethnic groups and the more able, enables all to achieve their potential. The EYFS curriculum has been effectively introduced and is used very effectively to track children's development. The school plans children's start in Nursery and their move to Reception very carefully in close partnership with families and the high number of receiving schools. This becomes a smooth experience for children and their families, although parents say their children are sad to leave such a 'happy, safe and wonderful school'.

Effectiveness in promoting children's welfare

Grade: 1

The welfare of the children is at the heart of the school's work. Parents overwhelmingly support this view, saying, 'Welfare of the children is central to the running of the school and every child matters to staff.' Safeguarding and child protection procedures are rigorous. High on the agenda of all staff is ensuring that all children, families, staff and visitors are welcomed and treated equally. The different religious and cultural beliefs of each family are celebrated throughout the year. This ensures that cultural diversity is appreciated and respected by all in the school community. Plans, assessments and observations are well thought out with activities based firmly on children's unique views, likes and interests. Exciting daily lunchtime and after-school clubs extend opportunities for children to continue to develop their learning outside the school day. This is particularly successful in developing their social, teamwork and cooperation skills.

Leadership and management

Grade: 1

The headteacher's very strong leadership has successfully created a climate where everyone is constantly trying to improve the school further. She is very well

supported by all staff, who make a significant contribution to the effective leadership of the school and, in particular, the management of the curriculum and of children's additional needs. Well organised systems and procedures ensure that the school runs smoothly. The governors are an important element of the effective team approach and fulfil their responsibilities very well. Parents say, 'Every one of the staff from the cleaner to the head is a valued member of the school team.' This view sums up why the school has continued to achieve excellence, and therefore maintained the outstanding judgement received at its previous inspection.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
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Overall effectiveness

How effective is the provision in meeting the needs of children in the EYFS?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The capacity to make any necessary improvements	1

Achievement and standards

How well do children in the EYFS achieve?	1
The standards ¹ reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

Personal development and well-being

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

The quality of provision

How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of the children in the EYFS promoted?	1

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

Annex A**Leadership and management**

How effectively is provision in the EYFS led and managed?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No



5 December 2008

Dear Children

Inspection of East Prescot Road Nursery School, Liverpool, L14 1PW

Thank you for making me feel so welcome when I visited your Nursery school. I really enjoyed my visit and seeing all the lovely things you do. I particularly liked to see you sitting around your fire pit. Thank you for inviting me to try the cheese toastie and hot chocolate you had made! I am writing now to tell you what I found out about your school.

Yours is an outstanding Nursery school. I can understand why so many people in your families wrote to say that they are delighted that you are able to go to such a lovely school. They know, as I discovered, that the staff look after you extremely well and make sure you have many exciting activities to do every day. I could see how much you love learning outdoors. You are learning and making new things all the time, like when you were making your icebergs!

You also have especially good opportunities to learn to get on with each other and become confident about who you are. You are also doing well in starting to write, listening to stories and finding out about numbers. You behave really well and I could see that you enjoy choosing from all the activities available. The teachers and other adults who work with you are very experienced in knowing what children of your age need and they work very hard to make learning enjoyable for you.

Your Nursery school is led and managed exceptionally well and the headteacher and other staff are always looking for ways to make it even better. Recently, they have been checking very closely with you how well you are doing. I have asked them to carry on with all the work they have planned so you can keep on learning new things and having fun.

Best wishes to you all.

Clare Henderson
Lead inspector