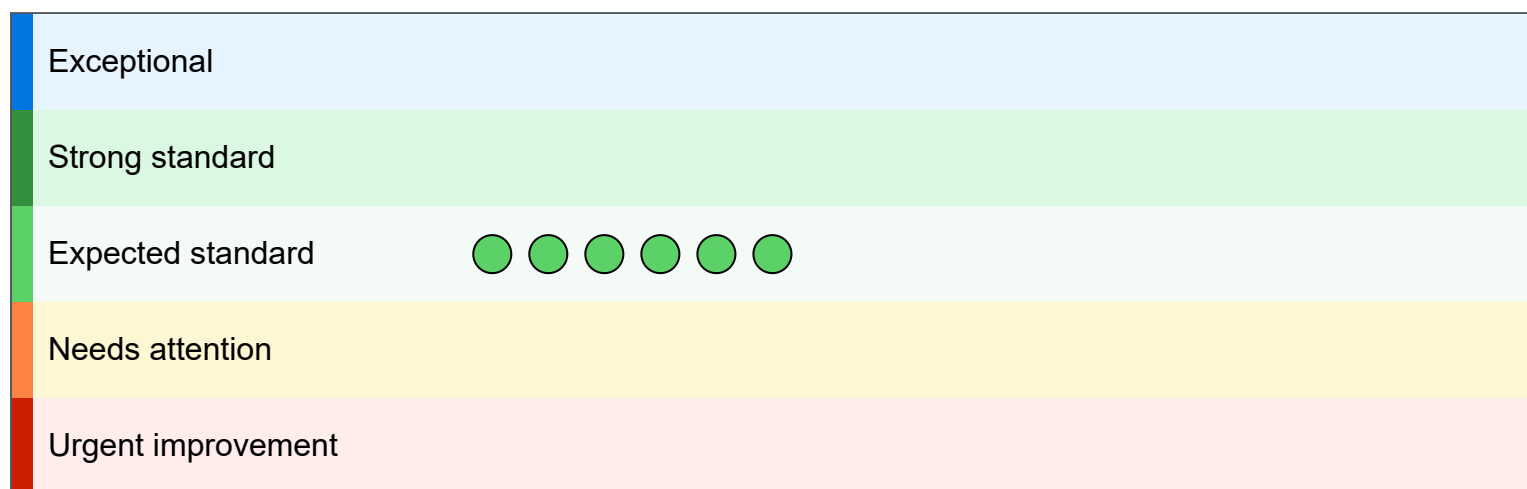


Lillian De Lissa Nursery School

Address: Bellevue, Birmingham, West Midlands, B5 7LX

Unique reference number (URN): 103137

Inspection report: 12 May 2026



✔ **Safeguarding standards met**

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard

Leaders and staff have a shared understanding of the curriculum and apply it across the school. They are clear about what they expect children to learn and how this builds over time. Leaders have planned for progression so that children revisit and build knowledge as they move through the early years. Staff make observations and use these to check children's development across each area of learning.

Leaders prioritise language development. Staff use stories and nursery rhymes to introduce vocabulary and help children use this during their play. Staff interact positively with children. Some staff skilfully develop children's language and communication knowledge and skills. However, sometimes learning does not give children enough opportunity to deepen their understanding of language and vocabulary.

The learning environment is well organised and supports purposeful exploration. Staff model early mathematical language and support children to explore number and shapes effectively. Children develop physical skills, both indoors and outdoors, through purposeful activities, such as using different types of small fastenings or blocks to balance on. This promotes children's balance, coordination and control well. Staff adapt learning for children with special educational needs and/or disabilities so that children participate and progress through the curriculum.

Attendance and behaviour

Expected standard

Leaders promote regular attendance across the school. They know their community well and the barriers that can affect regular attendance. Staff work closely with families to reinforce the importance of regular attendance and follow up promptly when children are absent. Clear expectations are shared from the outset. As a result, children attend frequently and benefit fully from the learning opportunities on offer.

Leaders create a warm, nurturing and structured environment. This ensures that children feel secure, valued and ready to learn. Staff set clear expectations from the moment children arrive. They use consistent language and calm routines that help children understand what is expected. As a result, children move between activities showing independence and a growing sense of responsibility. Most children listen carefully to instructions. Most children take turns and show consideration for others.

Leaders and staff set high expectations for how children should behave. Daily routines, such as teaching time and tidy-up time, are well established. Children know what comes next and most move between activities smoothly. However, during transitions between activities, some children do not follow rules and routines readily, and this is not consistently followed up by staff.

Curriculum and teaching

Expected standard 

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Inclusion

Expected standard 

Leaders and staff create an inclusive environment where most children feel welcomed and understood. This helps ensure that support is well considered from the outset. Staff carry out checks that help to identify any potential needs. When concerns arise, they respond in a timely manner. Staff draw on specialist advice and work with families to identify next steps. This approach allows many children, including those who are disadvantaged, those with special educational needs and/or disabilities and those known or previously known to social care, to engage with their learning successfully.

Staff adapt the curriculum so that children are able to join in with all aspects of learning. They use small-group work and specific resources to support children's communication, building their confidence and independence. Leaders ensure funding is allocated appropriately, including early years pupil premium funding, so that children can access activities alongside their peers.

Regular checks made by staff help them to review the impact of adjustments to the curriculum. Leaders provide ongoing training. This helps the team develop its understanding of inclusive practice. Parents and carers comment positively about the guidance they receive.

Leadership and governance

Expected standard 

Leaders understand the school's context. There is a clear vision and high expectations for how well children should achieve. Leaders know what is working well and what needs to be improved. Actions taken are strategic, well considered and focused on improving the work of

the school. For example, the provision for outdoor learning has been improved. This supports children's learning well. There is still work to do to improve some small aspects of the school's work, such as making sure that staff consistently develop children's vocabulary effectively. Leaders are aware of and taking appropriate steps to address these areas. Staff benefit from a carefully planned programme of professional learning that strengthens teaching across the school.

Governors know their roles and uphold their responsibilities. They are knowledgeable about the work of the school. Governors support and challenge leaders appropriately. Governors' oversight ensures that resources are used intelligently to meet children's needs. They make appropriate checks on how leaders manage staff workload and support their wellbeing.

Partnerships with families and external professionals enhance the school's work. Leaders seek opportunities to learn from others. Parents and carers hold very positive views about the school.

Personal development and wellbeing

Expected standard 

Personal development is prioritised by leaders and staff. Throughout the year, children take part in a variety of activities that develop their sense of community and broaden their understanding of the world around them. Staff encourage children to think about kindness. For example, children write and post invitations to celebration tea parties.

Leaders make sure that children's diverse cultural customs are shared and celebrated. Children are encouraged to bring important cultural artefacts to school to share with their friends. Children are respectful and tolerant of the beliefs of others.

The school offers a range of enrichment activities that broaden children's experiences. For example, children visit a farm, and they welcome visitors, such as community police officers, to the nursery. Visitors talk to children about their roles in the local community and how they help people. These activities are beginning to develop children's sense of community and the wider world. Children have visited a doctor's surgery in the local area. This helps them to build connections beyond the school. Staff use such experiences to build on children's knowledge successfully.

Staff teach children about how to make healthy choices. For example, children understand the importance of drinking water and eating healthy foods. Children understand how to use equipment sensibly. They are taught about the importance of seat-belt safety and road safety, such as holding an adult's hand when crossing a road.

Children are taught how to be kind to others through the school's mantra of 'kind hands and kind feet'. Staff use role play with puppets to model how to resolve a simple conflict. Children are encouraged to share their feelings during circle time discussions. This helps children to resolve most conflicts calmly.

What it's like to be a pupil at this school

Children enjoy their time in this multicultural, inclusive and nurturing nursery school. They arrive happily each day and settle quickly as staff greet them warmly and join them in play. Trusting relationships help children feel safe and happy. Some younger children seek comfort from familiar staff, while older children eagerly share their interests. They develop a sense of belonging in this caring environment.

Staff understand each child's background and use this knowledge to create an environment that supports their wellbeing. Carefully selected resources help children to be ready to learn. Staff help children to talk about their emotions, and they provide quieter areas where children can rest when needed. This approach helps children to develop confidence and resilience.

Children develop independence through simple routines such as selecting snacks. They build positive friendships and show care for one another. Staff model positive behaviour and most children respond appropriately. Some children do not consistently follow established rules and routines.

Learning experiences are designed so that everyone can take part. These reflect children's interests. Storytime at the end of each day helps children to develop vocabulary. Staff introduce new concepts by asking questions that encourage children to share their ideas. Children show curiosity as they explore activities, from climbing trees in the outdoor area to using small tools to manipulate clay.

Staff work in close partnership with families from the beginning of their child's time at the school. They gather detailed information before children join the nursery and adjust arrangements to meet the needs of each child. Leaders encourage regular attendance and remove barriers that prevent it. Children with special educational needs and/or disabilities receive personalised support that enables them to join in and make appropriate progress from their starting points.

As a result, most children achieve well and are well prepared for the next stage of their learning.

Next steps

- Leaders should ensure that staff develop children's language and vocabulary to consistently maximise high-quality interactions.
- Leaders should ensure that transitions between different times of the school day are calm so that children consistently follow rules and routines established by staff.

About this inspection

The chair of the board of governors in this school is Sean Delaney.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with school leaders, including the executive headteacher, the special educational needs coordinator, other leaders and staff. The lead inspector spoke with a representative of the local authority, the chair of governors and members of the governing board during the inspection.

The inspectors confirmed the following information about the school:

The school does not make use of any alternative provision.

Executive Headteacher: Laura O'Neill

Lead inspector:

Emma Titchener, His Majesty's Inspector

Team inspector:

Heather Simpson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 12 May 2026

School and pupil context

Total pupils

92

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

Pupils eligible for free school meals (FSM)

30.0%

What does this mean?

The proportion of pupils eligible for free school meals.

Pupils with an education, health and care (EHC) plan

0.00%

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

Pupils with special educational needs (SEN) support

18.48%

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

Location deprivation

Well above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional

standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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