

# Rosemary Lane Nursery School

## Inspection report

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<b>Unique Reference Number</b>	113989
<b>Local Authority</b>	Durham
<b>Inspection number</b>	357462
<b>Inspection dates</b>	5–6 October 2010
<b>Reporting inspector</b>	Karen Ling

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

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<b>Type of school</b>	Nursery
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3–5
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	78
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Kevin Thornhill
<b>Headteacher</b>	Mrs Gillian Parker
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Rosemary Lane Easington Village, Peterlee County Durham SR8 3BQ
<b>Telephone number</b>	0191 527 1168
<b>Fax number</b>	0191 527 1168
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<b>Age group</b>	3–5
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited seven sessions or parts of sessions, saw 11 teachers and assistants and held meetings with governors, staff, parents and carers and spoke with children. They observed the school's work, looked at the school's self-evaluation and improvement plans, local authority reports, the tracking of children's progress, the work the children were doing and questionnaires completed by 31 parents and carers and questionnaires completed by 15 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- How well all groups of children achieve in relation to age-related expectations.
- How well plans are tailored to meet individual needs.
- The quality of provision across the two school sites.

## Information about the school

Rosemary Lane Nursery School operates from two sites. Flexible provision is offered at Rosemary Lane, which has 91 part-time places, and Easington Children's Centre which has 13 funded nursery education places. Children are drawn from a diverse range of social backgrounds. The vast majority of children are White British and very few are learning English as an additional language. A broadly average proportion has special educational needs and/or disabilities. The Nursery offers three- and four-year olds up to 15 hours provision weekly and children attend for a range of sessions. Some children also attend the registered childcare provision at the Family Centre which is located within the Rosemary Lane site and provides childcare for children from the age of two. Some also attend the registered childcare provision which operates from Easington Children's Centre. These registered provisions are both managed independently by a company, comprising the headteacher and the governing body, and did not form part of this inspection. Reports about the quality of their provision can be found on the Ofsted website. A new deputy headteacher took up post in April and a new teacher took up post in September to manage the Nursery provision at the Easington Children's Centre school site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Rosemary Lane Nursery continues to go from strength to strength and is an outstanding school. Meeting the individual needs of each child lies at the heart of this Nursery and planning is flexible to meet patterns of attendance. The curriculum is of a very high quality because all adults make every planned and unplanned activity an opportunity for children to learn new skills and knowledge. Children of different abilities and ethnicity, including those with special educational needs and/or disabilities, all make exceptional progress and achieve outstandingly well. They develop high levels of independence, are very sociable and keen to learn. The majority of children join nursery with skills expected for their age, though some are below, and leave for their Reception classes one year later, with higher than expected skills.

Children enjoy positive relationships with adults who provide excellent levels of care and all aspects of the nursery's provision are outstanding. This is enhanced by the excellent collaborative partnership with the registered childcare provisions which some children also attend. The key person system is particularly successful and ensures a tailored approach for the differing needs of each child. Practitioners are highly skilful and interact exceptionally well with children so that they quickly settle and grow in self-esteem. Consequently, they soon have the confidence to explore, experiment and be creative.

The continuing success of the nursery is underpinned by the outstanding leadership and management spearheaded by the headteacher. The governing body is dedicated and supports the school very well. The complexity of the location of the two school sites, together with the schools' independent involvement with the registered provisions, has led to a lack of clarity regarding documentation, policies and procedures. The headteacher and governing body are aware of this and are highly focused on securing a cohesive identity for the school across the two sites. Furthermore, there has been a period of instability of teaching staff on one site; but the senior practitioners new to the school are very aware of the direction the school must take to sustain its progress. Given the school's excellent track record in maintaining outstanding effectiveness since its last inspection, the accuracy and effectiveness of self-evaluation and the united determination to go on improving, the school has excellent capacity to improve further.

## What does the school need to do to improve further?

- Embed the accuracy, consistency and robustness of monitoring documentation, including policies and procedures, relating to both sites to bring about a more cohesive identity.

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- Further develop and establish the roles and responsibilities of the new leaders and managers across the two sites in order to meet and sustain ambitious targets and maintain a consistently high provision.

## Outcomes for individuals and groups of children

**1**

Children achieve outstandingly well from their starting points. They form excellent attitudes and make rapid strides in their learning because adults follow children's interests, set high expectations, take time to explain everything and know how to make learning fun. It is clear to see that children look forward to coming to nursery. They are stimulated by the exciting indoor and outdoor environments and have ample opportunity to exercise their curiosity. During short, well-planned focused activities and self-chosen pursuits, children are totally engaged. They quickly learn and follow the consistent routines and respond positively to adults and other children. The excellent intervention provided for those with special educational needs and/or disabilities ensures that they receive the necessary support from nursery staff and external agencies.

Small group activities with the key person, promote excellent social skills, such as turn taking, listening to and showing concern for one another. Over time, children show an eagerness to read their names, correctly identifying initial letter sounds and rhyming words. They count how many children are present, add on the adults, and learn to write the corresponding numerals. Adults are particularly skilful at enabling children to work out why things happen and how things work. They learn to use information and communication technology in very real ways. For example, they are helped to use the printer and photocopying machine, and have even been shown how the cash machine in the village works. Children readily take on responsibilities, such as tidying up, pairing up their wellingtons and returning aprons after use. They love experimenting, whether it is making the water-wheel rotate, or working out how to make patties from mashed potato. They make up wonderful stories too, such as, 'Some astronauts went to a planet in their rocket and it broke down, while some princesses decided to wait until after snack before marrying the handsome prince'.

Children learn how to stay safe and healthy particularly well. They love to explore the outdoors, whether in the garden or on a nature walk, and know the rules for using play equipment. They grow fruit and eat it, offering any surplus to the nursery cook. All food is freshly prepared and provides a nutritious balance, which children really enjoy. They participate in a rich variety of community and cultural activities including visits to the local library, the shops and the church. This breadth of experience prepares children exceptionally well for later life. Their progress in basic skills, coupled with their rapidly developing confidence and self-esteem ensures firm foundations are laid for their future economic-well being.

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*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>1</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account:	2
Children's attainment <sup>1</sup>	1
The quality of children's learning and their progress	1
The quality of learning for children with special educational needs and/or disabilities and their progress	1
<b>The extent to which children feel safe</b>	<b>1</b>
<b>Children's behaviour</b>	<b>1</b>
<b>The extent to which children adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which children contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which children develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	1
Children's attendance <sup>1</sup>	1
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The school's outstanding provision is a reflection of the highly skilled professionals who have a thorough understanding of how young children learn best. They are enthusiastic, very well organised and rigorously monitor children's progress in all areas of learning. Systematic observation and assessment is precise and ensures that planning builds on prior learning, individual skills and experiences.

Adults give attention to detail when planning activities ensuring props and resources provide high levels of challenge. They regularly introduce children to new experiences and encourage practise, with familiar activities where necessary, to reinforce skills. They are quick to identify children's emerging interests and their flexible and skilful approach ensures play and learning are continuously being extended. For example, a child's interest in fairy tales and role play was extended by their key person who wrote a story in which the child featured. This prompted the child to 'write a story' too which she then proceeded to 'read' with great intonation. The outdoor climbing frame was skilfully adapted with lengths of guttering to provide a large scale experiment. Children enthusiastically raised and lowered the guttering as they worked out different ways of moving water. On another occasion, a child showed great release of energy and expression as he ran freely and happily around the garden, attaching an ever-lengthening role of tape to the trees.

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Adults work exceptionally well with parents, carers and other providers to support children. The outstanding care, guidance and support begin before children even join the Nursery. The input from transition and parent engagement workers is highly effective, ensuring individual needs are identified and responded to very quickly. The excellent two-way flow of information between parents and carers, partners and external agencies is ongoing and informs the tailored planning for individual needs, including those with English as an additional language and those with special educational needs and/or disabilities. The sensitive and highly purposeful interactions and above all the use of praise and encouragement enable all children to flourish.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>1</b>
<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The unwavering determination of the headteacher to maintain high quality provision for the children in her care, is the driving force in this highly inclusive school. An ethos of excellence is shared by all staff and the governing body. The school has an excellent understanding of its strengths and areas for improvement. For example, rigorous monitoring of provision and outcomes for children leads to purposeful discussion and swift changes when necessary. Experienced practitioners share their expertise across the nursery so that all adults working with children are increasingly effective in setting high expectations for children. Leaders and managers new to the school are in the early stages of developing their roles in monitoring consistency of provision and outcomes across the two sites. Governors have a regular presence in the school and are increasingly becoming involved in rigorously monitoring how effectively identified priorities are being met.

Engagement with parents and carers is a strength of the nursery and being part of the children's centre on one of the sites, facilitates close partnerships with a wide range of other agencies and services which meet the needs of families and children. Safeguarding is a high priority and overall procedures are highly effective. Practitioners attend child protection training and regularly update their knowledge. They demonstrate excellent knowledge and awareness of the procedures to follow where they have concerns about a child. All required systems and procedures are in place to check the suitability of employees to work with children. There are no breaches of specific requirements. However, in a few instances, the organisation and monitoring of some documentation, including policies and procedures, is not sufficiently rigorous and does not consistently show whether it relates to the school or the registered provisions with which the school is associated.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

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The school's promotion of community cohesion is outstanding. The local community is a well-used resource and trips beyond the immediate environment introduce children to the wider world. Opportunities that develop children's awareness of other faiths and cultures are promoted in a meaningful context. The nursery's use and deployment of resources is excellent and as such, value for money is outstanding.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>1</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Views of parents and carers

Parents and carers are overwhelmingly positive about the nursery's provision. All parents felt that their children really enjoyed school and were kept safe and healthy. Leaders and managers are quick to resolve any issues when brought to their attention. Inspectors wholeheartedly agree with the positive views of parents and carers.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Rosemary Lane Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 31 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	87	4	13	0	0	0	0
The school keeps my child safe	25	81	6	19	0	0	0	0
My school informs me about my child's progress	24	77	6	19	0	0	0	0
My child is making enough progress at this school	23	74	7	23	0	0	0	0
The teaching is good at this school	24	77	6	19	0	0	0	0
The school helps me to support my child's learning	24	77	6	19	0	0	0	0
The school helps my child to have a healthy lifestyle	23	74	6	19	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	68	6	19	0	0	0	0
The school meets my child's particular needs	22	71	8	26	0	0	0	0
The school deals effectively with unacceptable behaviour	23	74	4	13	1	3	0	0
The school takes account of my suggestions and concerns	22	71	8	26	0	0	0	0
The school is led and managed effectively	26	84	4	13	0	0	0	0
Overall, I am happy with my child's experience at this school	26	84	5	16	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of children.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets children's needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



07 October 2010

Dear Children

**Inspection of Rosemary Lane Nursery School, Peterlee, SR8 3BQ**

Thank you for being so friendly and helpful when we visited your nursery recently. Your teachers and your parents told us that your nursery is excellent and we agree. Yours is an outstanding school. That means it is fantastic. Well done!

No wonder you love coming to nursery; there is so much for you to do. Some of you haven't been here very long but already you know where things are, what happens next and can manage to do lots of things all by yourself. Those of you who have been here a little longer know so much as well. I was very impressed with how you can read your names and are trying to write them too. You can count and use the printer with help. There are so many fun things to explore, like mashed potato and clay. I could see how much you enjoy dressing up. I saw some princesses going to a dance and I saw astronauts going into space! I was very impressed with those of you who made a stick house too. You were being so careful with the hammer and sticks. Nursery is so much fun for you because your teachers are excellent and everyone who helps at the nursery cares about you so much. Even though your school is one of the best your teachers never stop trying to make it even better.

I have asked your governors and the headteacher to do the following.

- Make sure that documents used at Rosemary Lane and Easington Children's Centre have the correct name of the school on, are all in one place and checked regularly to make sure they are up to date.
- Help the new teachers to become really good at checking that your nursery is as good as it possibly can be at Rosemary Lane and Easington Children's Centre.

Well done everybody.

Yours sincerely,

Mrs Karen Ling  
Lead Inspector

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