

# Hylton Red House Nursery School

## Inspection report

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<b>Unique Reference Number</b>	108748
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	356421
<b>Inspection dates</b>	17–18 November 2010
<b>Reporting inspector</b>	Moira Fitzpatrick

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>	3–4
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	62
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr Richard Bell
<b>Headteacher</b>	Mrs Christine Collins
<b>Date of previous school inspection</b>	19 June 2008
<b>School address</b>	Rotherham Road Red House Estate, Sunderland Tyne and Wear SR5 5QL
<b>Telephone number</b>	0191 553 5405
<b>Fax number</b>	0191 553 5405
<b>Email address</b>	hrh.nursery@schools.sunderland.gov.uk

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## Introduction

This inspection was carried out by two additional inspectors. Nine lessons were observed involving one teacher, three nursery nurses and two teaching assistants. The inspector also observed children learning independently in both the morning and afternoon sessions. The inspector visited the breakfast and after-school clubs. Meetings were held with governors, staff and groups of parents and carers. Inspectors observed the school's work, and looked at documentation relating to safeguarding procedures, the school's policies, the school's assessment and tracking data on children's progress and attainment and the school development plan. The views of parents and carers as expressed in 26 questionnaires that were returned were also considered. So, too, were the views of staff in questionnaires that they returned.

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

- How well planning for mathematical development and the full range of literacy skills pervades all areas of learning so that children are well prepared for the next stage of their learning.
- How well teamwork contributes to the smooth running and development of the nursery? Whether all staff are fully involved in contributing to its improvement?

## Information about the school

This is an average-sized nursery school. It serves a socially mixed community and all children are of White British heritage. There are no children from minority ethnic backgrounds. Each year approximately one third of children have special educational needs and/or disabilities. The nursery provides morning or afternoon education for children aged three to four and additional flexible sessions to those who require them. It also provides a breakfast club and an after-school club for school-age children. There is a Children's Centre close by and a primary school on the same site. The nursery runs pre-nursery provision on site for two days each week. This provision was not inspected.

The current headteacher was appointed in an acting role in September 2010.

**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?****2****The school's capacity for sustained improvement****2**

## Main findings

This is a good nursery, where children make good progress in their learning and excellent progress in their personal development. Some aspects of the nursery's work are outstanding, because it has improved well since the previous inspection. Overall, outcomes for children are excellent and the school provides excellent value for money. The quality of care, guidance and support provided for children is now outstanding, because staff build excellent links with parents and carers which ensure they know each child's circumstances, interests and needs. They use this information to help each child feel safe and secure in school, so that they have no problems in saying goodbye to parents and carers at the start of each session.

Children's achievement is good and by the end of nursery, the majority reach the expected level for their age, and some exceed it. Their excellent personal qualities develop rapidly so that their exemplary behaviour and strong feelings of safety play a major part in how quickly they learn. Children make an excellent contribution to their own community by following rules and reflecting the high standards of care shown to them by adults. Their excellent spiritual, moral, social and cultural development underlines how well the nursery's provision prepares them for the next stage of learning.

Provision is good. It is based on a thorough understanding of how young children learn and develop and is adapted to meet their changing needs. Children arrive at each session eager to find out what interesting and exciting activities have been prepared for them. In all teaching seen, staff showed examples of excellence – either in their perceptive questioning or in their use of resources to making new learning crystal clear to children. Careful observations of children's learning help staff to plan the next steps in learning effectively for children of all abilities. The exceptions are in some aspects of communication, language and literacy and in mathematical development, where opportunities are missed to accelerate children's learning, especially in reading and writing and number, because these aspects of learning are not always integrated in all other areas of learning.

Leadership and management are good. The recently appointed headteacher has given a good lead to developing the school further. Together with staff she has made a careful and accurate evaluation of the school's many existing strengths and has identified appropriate areas for further improvement. She won the full support of staff and governors for her ambition to develop this good nursery even further. Taking into account the accuracy of self-evaluation and the improvement made since the previous inspection, the nursery is well placed for further improvement.

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

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

- Ensure that daily activities develop children's mathematical skills and knowledge, and the full range of literacy skills to improve their reading and writing by:
  - improving planning for these so that they pervade all areas of learning allowing children to consolidate these key skills regularly
  - making better use of observation and tracking of their learning to assess when they are ready to begin more structured learning of sounds and letters so that more children are able to read and write words independently by the time they leave nursery.

## Outcomes for individuals and groups of children

**1**

Children join the nursery with skills that are below what is typical for their age. They all make good progress and achieve well because they are exceptionally well cared for and feel very safe and secure in school. Those children who have special educational needs and/or disabilities make the same progress and achieve as well as other children because they are extremely well supported to learn and they receive additional support to help them overcome any difficulties. The children's great enthusiasm for learning is evident in the way they arrive at each session eager to join in whatever staff have prepared for them. They seize every opportunity to explore and investigate the many exciting activities that are set up for them and show high levels of confidence to follow their interests and find more resources to develop their play. For example, when they decide to open a shop selling 'ice-balls', two boys decide they need money and a box to keep it in to give change. Children's excellent behaviour and very good listening skills contribute to their rapid learning, as they follow instructions carefully and join in lively talk about their new puppet friend Paula, and take turns to answer questions.

Children have a good understanding of how to stay healthy. They are able to explain during snack time why it is better to eat fruit than to eat sweets and chocolate. They quickly develop independence and are able to serve themselves and clear up after snacks without any adult intervention. They make a tremendous contribution to the school community by closely following rules and routines, so that everyone is safe and happy and able to learn. Their spiritual, moral, social and cultural development is excellent, reflecting their joy in learning, their curiosity and a strong sense of right and wrong and fairness. By the time they leave nursery, children are well prepared for the next stage of learning, with good levels of attendance, excellent levels of confidence, and the independence to find out things for themselves.

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*These are the grades for children's outcomes*

<b>Outcomes for children in the Early Years Foundation Stage</b>	<b>2</b>
<b>Children's achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Children's attainment <sup>1</sup>	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
<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>2</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>2</b>
Taking into account:	
Children's attendance <sup>1</sup>	2
<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?

Teaching is good, because all practitioners have a good understanding of how young children learn and develop and all have the same high expectations of what children can do. This helps staff to foster very high levels of curiosity and independence in the children, by preparing activities that allow them the maximum freedom to develop their learning and play. Staff are careful about when to intervene in children's play so that they do nothing to hinder the development of ideas but prompt the next level of thinking. All staff are conscientious about noting and developing the different interests of children. For example, the hairdressing salon was a focal point of play for a large group of boys and girls for a number of days and was developed with new resources each day so there was something new from which children could learn. Key workers track children's learning well, through careful observation and recording of their play and comments. Staff skills are developing well this term as they adapt existing good systems to extend their observations and gain a more detailed picture of children's learning and development. A minor weakness in teaching is that staff do not exploit all areas of learning as much as they could to promote early mathematical skills and thinking; nor are they all alert to when children are ready for more regular input for early writing skills through learning about letters and sounds.

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The curriculum provides a good range of interesting and challenging activities for children. These are well designed to help children think and decide and develop through play. They do this very well so that in each session children are seen moving happily from one tempting activity to another eager to discover what they can do or make. They quickly become absorbed in their play and most show good levels of concentration and perseverance. For example, a group of boys were not put off when the high tower they were building kept falling over; they just started again and kept going until they were successful. Outdoor learning is well planned to develop physical skills and children's knowledge of the world around them, though it does not provide regular opportunities for children to reinforce their mathematical and literacy skills. The school provides a very good range of visits and visitors to extend children's learning. Visits to local museums and wildlife parks, as well as visiting storytellers and musicians provide great excitement for children which give them insights into the wider world.

All staff provide excellent care for children. They set an excellent example of care and support so that children quickly learn the importance of routines and following the nursery rules by copying the kind and caring behaviour of the adults around them. Children whose circumstances place them at risk of being vulnerable receive excellent and untiring one to one support. This helps them to integrate with other children so they are able to enjoy all that the nursery has to offer. Good links with external agencies provide prompt and effective support for children who have special educational needs, especially in speech and language development. Excellent partnerships with parents and carers through Family Learning, open sessions and very good home–school communication links, reinforce children's sense of well-being, so they are able to learn at a good rate. Children, and pupils from the local primary school, who attend the breakfast and after-school clubs are extremely well cared for in a warm, nurturing environment.

*These are the grades for the quality of provision*

<b>The quality of provision in the Early Years Foundation Stage</b>	<b>2</b>
<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets children's needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are good because teamwork is excellent and all staff share accountability for promoting good learning and improving provision in the nursery. All staff are involved in evaluating the work of the school and supporting further improvement. The recently appointed headteacher has won the wholehearted support of staff to build upon the existing good practice in this successful nursery. For example, recent changes to assessment and recording children's learning are impacting on staff understanding of how

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to challenge children even further and make connections between their different areas of development.

Governors give appropriate support to the school and ensure that safeguarding requirements are well met and equal opportunity is well promoted, by regularly monitoring policies and practice. They ensure that staff training is regular and robust so that welfare requirements are well met both in the nursery and in the before- and after-school provision. Community cohesion is good; well-established routines help children to understand the importance of looking after each other and their environment to create a caring, supportive community. Excellent links with parents and carers further strengthen the sense of community and provide very good support for children's learning, for example through the Family Learning sessions where parents and carers learn how young children learn so that they can give good support at home. Good links with external agencies and providers enhance children's learning and bring in effective support to help them overcome any difficulties.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in the Early Years Foundation Stage</b>	<b>2</b>
<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>3</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</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 supportive of the nursery. They feel their children are safe and very well cared for. A number commented on how much their children enjoy nursery and look forward to going each day. A concern was expressed about how well children make progress in mathematics, especially if they have an aptitude for this subject. Inspection findings support parents' and carers' positive views about the nursery and these are reflected in the report. The inspection also found that more activities are needed to promote children's knowledge and skills in mathematics and this is a recommendation for improvement.



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

Ofsted invited all the registered parents and carers of pupils registered at Hylton Red House 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 26 completed questionnaires by the end of the on-site inspection. In total, there are 62 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	77	6	23	0	0	0	0
The school keeps my child safe	20	77	6	23	0	0	0	0
My school informs me about my child's progress	21	81	4	15	1	4	0	0
My child is making enough progress at this school	19	73	6	23	1	4	0	0
The teaching is good at this school	22	85	4	15	0	0	0	0
The school helps me to support my child's learning	20	77	5	19	1	4	0	0
The school helps my child to have a healthy lifestyle	15	58	11	42	0	0	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)	19	73	6	23	1	4	0	0
The school meets my child's particular needs	20	77	5	19	1	4	0	0
The school deals effectively with unacceptable behaviour	17	65	9	35	0	0	0	0
The school takes account of my suggestions and concerns	19	73	6	23	1	4	0	0
The school is led and managed effectively	18	69	7	27	1	4	0	0
Overall, I am happy with my child's experience at this school	21	81	4	15	1	4	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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.**



19 November 2010

Dear Children

**Inspection of Hylton Red House Nursery School, Sunderland, SR5 5QL**

Thank you all for letting me join in and enjoy my time with you in your lovely nursery. I could see how much you enjoy being there because there are so many interesting things for you to do. I was astonished at how quickly you have settled in and can do so many things for yourselves. You are all learning to be very clever at looking after yourselves, tidying up and getting along with each other.

You behave very well because your teachers help you to understand how important it is to be kind and caring and take turns. Teachers look after you very well and they make sure that you are safe and well cared for in nursery, so that you feel happy and able to learn at your best. It was very good to see how clever you are at helping yourself to snacks and then tidying up when you were finished, without any adults telling you what to do. No wonder your teachers and families are so proud of you.

Your good nursery takes great care to help your parents and carers to be involved in your learning so that they can find out all the clever things you do each day and help you to do more at home. To make your learning even better and give you a good start when you go on to primary school, your teachers are going to plan more activities for you to solve problems and use numbers, and to learn more about how to begin writing words as soon as you are ready.

I know you will all work as hard as you do now and make everyone very proud of you.

My very best wishes to all at Hylton Red House Nursery for a happy and successful year.

Yours sincerely

Moira Fitzpatrick

Lead inspector

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