

Hetton Lyons Nursery School

Four Lane Ends, Hetton-le-Hole, HOUGHTON LE SPRING, Tyne and Wear, DH5 0AH

Inspection date	30/10/2012
Previous inspection date	16/01/2006

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- The exceptional educational programmes are underpinned by the practitioners' high expectations of themselves and the children, and expert knowledge and understanding of how children learn.
- The exciting environment, including the outdoor area, provides rich and varied experiences that ensure children make significant progress from their starting points.
- Leadership is inspiring; there are high expectations for staff whose performance and impact on children's learning is monitored exceptionally well.
- Secure bonds are seen throughout the nursery as a result of the inspirational interactions between adults and children.
- Children's needs are quickly identified, and exceptionally well met through the robust and effective partnerships between parents, other providers and external agencies.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities within all areas of the group.
- The inspector met with the manager and nominated person. They discussed a range of subjects and looked at records and policies.
- The inspector talked with children and with parents.
- The inspector fed back to the manager and nominated person.

Inspector

Eileen Grimes

Full Report

Information about the setting

Hetton Lyons Nursery School was registered in 2005. The childcare has dedicated space within Hetton Lyons Nursery School. The nursery serves the local area and has strong links with the local school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The childcare opens Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 8am until 5.30pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. There are currently 45 children attending who are within the early years age range. The childcare provides funded early

education for children aged two years. It supports children with special educational needs and/or disabilities.

The nursery employs seven members of childcare staff. All staff members have early years qualifications at level 3 and above. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- expand information gathered from parents, such as, children's previous learning and starting points to enhance the detail in the information used to assess children's learning priorities.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners are very knowledgeable about how children learn and their teaching is based on their excellent understanding of the seven areas of learning. Practitioners have very high expectations for all children and they make excellent use of educational programmes, which provide rich and varied opportunities that successfully extend children's learning and development. Practitioners are extremely confident and actively contribute to children's learning. For example, they use excellent questioning techniques that encourage children to think and talk about what they are doing and this helps them to consolidate their language skills. Exciting activities and resources effectively cover all seven areas of learning and along with the well-planned environment keep children motivated and eager to learn. For example, in a baking session staff held children's concentration and introduced a wealth of skills into this exciting activity.

The excellent systems for observing and assessing children's progress are based on the accurate use of information staff gather when children start the setting. The provision is particularly well focused on children's personal, social and emotional development and communication skills. Staff engage with children of all ages, with the youngest children responding with giggles and laughter to an activity with baked beans. Practitioners confidently identify the correct development bands that children are presently working within and identify their next steps in learning. Evidence of children's progress is clearly recorded in children's files and includes written observations, photographs and examples of children's work.

Partnerships with parents are given priority and this helps to promote the learning and development of all children. For example, home visits encourage parents to share information before their children start about what they can do, their likes and dislikes, their family and familiar routines. Although staff are very aware of children's developmental starting points this information is not systematically collated to enhance staff awareness of the children's learning priorities. The nursery operates an open door policy and it is clear through discussions with parents and practitioners that this system works well. Parents are responsive and help to extend their children's learning at home.

The contribution of the early years provision to the well-being of children

Excellent care practices ensure that children are quickly settled, happy and thoroughly enjoy their time at the setting. For example, children are given time to connect with staff and have a dedicated key person. Time is also taken to gather thorough information about their home routines, family and care needs. Staff are extremely good role models, they model good behaviour, are polite with each other and work exceptionally well as a team. This helps children learn about acceptable behaviour and how to cooperate with others. Children are encouraged to learn how to manage their own hygiene and personal needs. They go to the toilet independently and are supported with hand washing to ensure they learn how to wash and dry hands properly, and understand the importance of this process, for example, after handling the guinea pigs and playing outside. Children help themselves to drinks and babies' drinks are kept within reach.

Children's physical skills and their enjoyment of the outside area are actively promoted. They show boundless energy as they run freely outside. They skilfully jump and dance, carefully avoiding children and other obstacles in their way. Children's balancing skills are encouraged as they walk along a line. Children are provided with a nutritious and healthily balanced diet, which during term time the cook freshly prepares on a daily basis taking account of all allergies and specific dietary needs. During school holidays parents provide a packed lunch. All meals are served to children in a social setting and staff encourage children to use this time to talk about the day's events, events from home and other issues. Children behave in ways that are safe for themselves and others, and are learning to develop an understanding of dangers and how to stay safe through their daily routine and activities. For example, they are provided opportunities to manage their own risks, such as when they learn to climb and balance. They are included in emergency evacuations and learn about people who help. Children show they feel safe in their environment as they approach visitors to ask why they are there, while younger children stay within their comfort zone for a short time until they also feel safe to approach and follow their interest in the laptop computer being used.

Practitioners give independence and choice. Children make choices about what they want to do and eagerly join in more focused activities, responding well to practitioners' well-timed interventions. Staff listen to younger children as they use names of colours in their play, acknowledge what they are saying and sensitively correct them without telling them they are wrong. They are constantly making excellent use of simple language, they use single words with younger children to reinforce their understanding, and introduce two or more words to encourage other children to extend their sentences.

The effectiveness of the leadership and management of the early years provision

The provision gives the highest priority to safeguarding. Excellent systems enable the provision to work in close partnership with parents and others to safeguard children. The practitioners demonstrate a first class understanding of child protection and are extremely confident in their ability to implement safeguarding procedures in order to protect children. There is a clear procedure for safeguarding that is available to all practitioners, parents, carers and other agencies, which includes clear guidance on the procedures that will be implemented in the event of a child protection concern being identified. All required documentation is in place and reviewed annually. Robust risk assessments clearly identify possible hazards and the action taken by the provision to eliminate or reduce any risks.

Leadership is inspirational. The manager demonstrates an outstanding commitment to improving the quality of the provision and has clearly identified the provision's priorities for improvement through a thorough and effective self-evaluation process. This takes full account of what practitioners and parents say through staff meetings, questionnaires and surveys. A robust action plan successfully targets areas for further improvement and this has noticeably improved the quality of the provision. For example, the outdoor environment now includes a small adventure playground to help develop children's desire to climb and explore, supporting their physical skills, and they have a garden for planting and sensory activities. This area is accessible for all children. The environment is rich with labels representing letters, numbers, shape and colour. Areas identified by the provision to ensure ongoing improvement include the continued professional development of all practitioners. They also keep up to date with play and educational equipment to ensure that every child has equal opportunity to learn through play.

The provision is committed to providing fully inclusive, high quality care to ensure that children continue to make excellent progress in their learning according to their starting points. Staff's performance, and its impact on children's learning is consistently monitored and this shows there are high expectations of staff. Practitioners have supervision meetings and a yearly review where their professional development is discussed and appropriate training opportunities are identified and planned for, and management have recently introduced peer observations to maximise staff skills and expertise. Practitioners have developed systems that help them accurately observe, assess and monitor each child's progress. This allows them to track progress, identify areas for development with children to narrow the gap and to provide additional challenge for gifted and talented children. This is based on their expert knowledge and understanding of how children learn, and ensures that every child, from the youngest to the oldest, and of every ability, receives a happy and enjoyable early years experience that secures their future learning. The close partnership working with external agencies and other providers ensures that children receive the best possible care and support to enhance their well-being and help them to all make rapid progress in their learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY291968
Local authority	Sunderland
Inspection number	820092
Type of provision	

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	30
Number of children on roll	63
Name of provider	The Governing Body of Hetton Lyons Nursery School
Date of previous inspection	16/01/2006
Telephone number	0191 553 6698

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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