

Inspection of Hetton Lyons Nursery School

Four Lane Ends, Hetton-le-Hole, Houghton le Spring, Tyne and Wear DH5 0AH

Inspection date: 25 April 2023

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is outstanding

Young children show a strong sense of belonging at this highly inclusive and welcoming nursery. The curriculum is based on building children's independence, confidence and a sense of pride. Babies explore a tray of cereal, crunching the pieces in their fists and letting them fall. Toddlers fill and empty pans with aromatic herbs and flowers, using metal ladles in the outdoor role play kitchen and pretending to make soup. They investigate exciting resources, including gloop and bubbles, using all of their senses. These experiences help to promote children's sense of wonder about the world around them and stimulate their imaginations.

Staff have high expectations of all children and intervene skilfully as they explore their surroundings. For example, babies bounce happily and join in with animal noises as staff sing 'Old MacDonald'. After a farm visit, babies enjoy looking at books about pigs, ducks, cows and sheep. This helps to promote their listening and communication skills. Toddlers celebrate their independence proudly. For instance, they declare 'I did it' as they put their boots on for outdoor play. Children have very positive attitudes to their learning and are willing to have a go.

Experienced staff nurture children's self-esteem. They help children to build resilience through many positive experiences. Children demonstrate that they feel happy and safe as they follow familiar routines. They know what is expected of them and behave very well. Staff prepare children exceptionally well for their future learning, including the move between the baby and toddler rooms.

What does the early years setting do well and what does it need to do better?

- Committed leaders have a strong vision for the nursery. They continuously look for creative ways to enrich children's experiences even further. Staff review each others' interactions with children and share good practice. This helps to maintain the outstanding quality of education.
- Expert staff focus strongly on developing children's communication and language skills well. They use Makaton and picture cards to help young children to make choices. Children listen to adults carefully and follow simple instructions. Staff ask open questions and give children plenty of time to think and answer.
- Dedicated leaders prioritise staff's well-being and professional development. Many staff have long careers at the nursery and all feel valued. Staff enhance children's learning using their skills and knowledge, for example through taking part in a reading project. As a result, staff focus consistently on widening children's specific vocabulary and promoting their understanding of books.
- Well-qualified staff build a structured curriculum, indoors and outside, based on their observations of children's interests. Staff swiftly identify any gaps in children's learning and development. They provide additional support promptly,

in close partnership with other professionals when needed. All children make rapid progress, including those with special educational needs and/or disabilities.

- Staff are wonderful role models. They encourage children to use good manners, saying 'please' and 'thank you'. Children experience kindness and respect from staff. Staff use games, such as passing a teddy, to help children learn the skills which they need to interact with others.
- Caring staff thoughtfully plan settling-in arrangements. This supports children who may not have left their parents before. Children form extremely strong bonds with staff. They happily approach staff for reassurance and to share their ideas. Staff listen and take account of children's views. Children's emotional well-being is a top priority.
- Parents and carers say the nursery is 'like home'. They comment that 'nothing is too much bother' for any staff member. Parents attend sessions to find out about relevant topics, such as toilet training, oral health and children's behaviour. They borrow information bags with guidance on children's welfare. Consequently, families feel very well supported.
- Young children find out about their community. For instance, they visit care homes to sing songs. Children learn about the similarities and differences between themselves and others. For example, they try out foods from various cultures. Children visit local shops and parks and take bus rides. Staff use these outings to help children understand more about the world around them.
- Staff engage parents in continuing children's learning at home, including nursery rhymes, storybooks and making dough. They provide 'challenge bags' for families. One example of this is when staff observed children's interest in collecting sticks. Staff encouraged families to find more sticks from their walks. They used these for further learning, including practising children's early mathematical skills, such as counting and comparing sizes of sticks.
- Children benefit from plenty of fresh air and vigorous exercise daily, which promotes their very good physical development. They are excited to experience foods such as strawberries that they cut up for snack and carrots at lunchtime. Babies feed themselves independently using spoons. Children learn about making healthy choices and self-care, such as handwashing.
- Staff continue to telephone parents regularly, a practice that they started during the COVID-19 pandemic, to exchange information. Parents say that they feel very well informed about their children's progress and their next steps in learning. There are opportunities for daily conversations about children's routines and experiences.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a robust understanding of their roles and responsibilities in keeping children from harm. They are highly confident in identifying any signs of abuse. Staff know what actions to take in response and to do so without delay. Leaders regularly discuss with staff any concerns about children's welfare. Staff benefit from regular training updates. This helps to ensure that all staff have a detailed

awareness of a range of safeguarding issues that may impact on children in their care. Leaders rigorously implement safer recruitment procedures and ongoing checks to ensure staff's suitability. Staff teach children about how to keep themselves safe and to minimise any risks. For example, children learn how to balance, climb and jump safely when having adventures outdoors.

Setting details

Unique reference number	EY291968
Local authority	Sunderland
Inspection number	10285337
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	25
Number of children on roll	54
Name of registered person	HOUSE Federation Governing Body
Registered person unique reference number	RP524834
Telephone number	0191 553 6698
Date of previous inspection	3 October 2017

Information about this early years setting

Hetton Lyons Nursery School registered in 2005 and is located in Houghton le Spring, Tyne and Wear. The nursery employs nine members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, and seven hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday, all year round, with the exception of bank holidays. Sessions are from 7.45am until 5.45pm. The nursery provides funded early education for two-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with staff and has taken that into account in their evaluation of the nursery.
- The headteacher and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The lead practitioner carried out a joint observation of an activity with the inspector.
- Parents shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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