

# Hetton Lyons Nursery School

## Inspection report

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<b>Unique Reference Number</b>	108750
<b>Local Authority</b>	Sunderland
<b>Inspection number</b>	337140
<b>Inspection dates</b>	22–23 June 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>	Community
<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>	Mrs Shirley Sharp
<b>Headteacher</b>	Mrs Susan Carter
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Four Lane Ends Hetton-le-Hole Houghton le Spring DH5 0AH
<b>Telephone number</b>	0191 5536698
<b>Fax number</b>	
<b>Email address</b>	hetton.lyons.nursery@schools.sunderland.gov.uk

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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine sessions or parts of sessions, taught by ten teachers and assistants. They held meetings with governors and staff, and spoke with children, parents and carers. The inspectors observed the school's work and looked at a range of evidence including the school improvement plan, the tracking of children's progress, the work children were doing and 40 questionnaires completed by parents and carers.

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

- Outcomes for all groups of children and how much progress they make over time.
- The quality of the registered childcare provision.
- The effectiveness of partnership working with external agencies.
- The quality of the outdoor curriculum for boys and girls.

## Information about the school

Hetton Lyons Nursery School serves the local community. Almost all children are White British. A small proportion of children have special educational needs and/or disabilities. The school offers full- and part-time childcare provision managed by the governing body. After-school provision is also available for pupils who attend the adjoining primary school. Some children attend both the nursery school and the childcare provision. The school holds sustainable building status.

A children's centre also operates from the school's site and provides a range of facilities and support for families in the community. The children's centre was not inspected during this visit. It is subject to a separate inspection and report.

**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

'The nursery is a valuable part of life here in our community.' This comment made by one parent sums up the views of many parents and carers. The school, which includes the registered childcare provision, provides an excellent foundation for future learning and development. All staff without exception are totally dedicated to giving all children and their families the support required to help them succeed. One of the key strengths of this school is the outstanding engagement with parents, carers and families. The raft of activities put on for children and their families supplements the excellent provision and curriculum received by children each day. Children thrive here and are totally engrossed in their play from the moment they arrive in the morning. The headteacher is inspirational and has established a highly effective team of staff who set high expectations for themselves and each child.

When children enter Nursery many have skills well below those typical for their age. All groups of children including those with special educational needs and/or disabilities make exceptional progress and achieve outstandingly well. Teachers and assistants are enthusiastic and provide a really happy environment. They are very skilful and know when to intervene and how to move children forward in their learning because ongoing observation and assessment are integral to everyday practice. Children who attend the after-school provision enjoy the opportunity to socialise with younger children, relax and take part in a wide range of activities. However, Nursery staff and those in the primary school who are responsible for children still in the Early Years Foundation Stage do not yet exchange information sufficiently well to ensure progression and continuity of learning and care.

The continuing success of the school is underpinned by the outstanding leadership and management of the long-standing headteacher, who sets ambitious targets and ensures that the school maintains its outstanding effectiveness. The recent successful transition into the new school building in the children's centre is evidence of this. The governing body supported the move exceptionally well and fully meets its duties. Members acknowledge that their monitoring of the Early Years Foundation Stage Framework is not yet sufficiently well embedded to ensure that the school maintains its high quality in the future. Rigorous self-evaluation ensures that the school is constantly moving forward. For example, it has recently achieved the 'I CAN early talk' accreditation. The move to the new building and the integrated services for children and their families are having a positive impact on outcomes for children. The impact of collaborative working with the children's centre and external agencies has built on the success of the school, which has an excellent capacity to improve further.

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

- Enhance the effectiveness of monitoring by the governing body by:
  - embedding the role of the link governor with responsibility for the Early Years Foundation Stage Statutory Framework.
  - Develop partnerships with other providers delivering the Early Years Foundation Stage for children who attend the after-school club.

## Outcomes for individuals and groups of children

**1**

The joy and excitement on children's faces reflect how much they enjoy being at the school. Children are nurtured and become independent, confident and self-assured over time. They develop excellent relationships with adults and peers. The look of delight on children's faces when their friend returned from holiday is but one instance of the exemplary behaviour and care these children show for one another.

The school is a hive of activity with every child totally engaged with the rich variety of activities and resources available; from designing and improving pulley systems, painting portraits or pitching the tent in the garden, to taking orders in the café or writing out invitations to a beach party. They learn to link sounds and letters and show a real interest in early reading.

Children's current knowledge and skills, as well as the school's own data, show that they achieve outstandingly well from their starting points. On entry to Nursery their personal and social skills, and language development are particularly low. They come on in leaps and bounds so that by the end of the year they speak with confidence, have the basis for early reading and writing skills and have an exceptionally good grasp of numbers and simple calculation skills. By the time they transfer to the Reception classes they are reaching levels beyond those expected for their age and a few achieve some aspects of the early learning goals. They make rapid progress because of the highly skilful intervention from staff.

Children adopt healthy lifestyles. They learn and practise skills exceptionally well and in meaningful ways. They dig in the garden with real spades and grow plants in their allotment, which is supported by keen local gardeners. They demonstrate excellent concentration and understanding of signs and symbols as they read maps and follow simple and relatively complex directions. Children relish the weekly physical activity sessions run by a specialist from the community. The youngest children show great delight as they work out how to use the magnetic rods to catch fish or paint the flower boxes with different sized brushes and water. They show a very good grasp of how to stay safe as they run freely, explore and take well-calculated risks in the exciting outdoor environment and follow rigorous hygiene routines. Children enjoy the nutritious snacks and lunches and they are not afraid to try new foods. They help themselves to fresh water from the cooler or enjoy chilled milk from the fridge. Children use their initiative, show high levels of independence and learn to be responsible, for example by putting things away when they have finished playing. The younger children also develop

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skills rapidly and explore their surroundings with curiosity and interest.

*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: Children's attainment <sup>1</sup>	2
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: Children's attendance <sup>1</sup>	2
<b>The extent of children's spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Staff provide loving and secure relationships and the key person system is highly effective. They are highly vigilant and ensure that children are well supervised and that their welfare and learning needs are consistently supported. Close liaison with families is central to the work of the school, and the attention given to children's welfare and care routines is exemplary. This, together with the collaborative work with external agencies, ensures that the school's development and the well-being of children is embedded at all levels. The exceptional organisation of areas of learning reflects rich, varied and imaginative experiences that meet the needs of all children exceedingly well. The environment fully supports and extends children's learning and development. The wonderful outdoor area enhances the curriculum exceptionally well for both boys and girls.

The enthusiasm and energy of all staff is admirable and their joyful singing along with

<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.

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children is audible across the day. They promote a positive attitude to learning and are highly effective in inspiring children and encouraging them to play, explore and achieve. High-quality planning meets individual needs because key persons use systematic observation and assessment to inform children's next steps in learning and development. Consequently, whatever a child chooses to do, the necessary challenge and reinforcement to promote learning are provided. The good balance of adult-led and children's self-chosen play ensures that key skills are practised and reinforced in meaningful ways. Small-group activities with the key person provide regular opportunities for staff to promote speaking and listening, problem-solving, simple calculation and essential social skills. Children have enjoyed visits to museums and places of interest, and often visit the local park. One family's recent visit to Japan provided children with wonderful visual and sensory experiences as they talked about photographs and tasted foods. The school supports the work of an orphanage in Bulgaria and families have raised money through a sponsored walk. Staff involve children in decision making and they have shown sensitivity while selecting from resources in catalogues, including teddy bears for the children at the orphanage. Adults also help children to consider the environment and promote sustainability by their own actions and by encouraging children to recycle resources.

*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> Taking into account: The use of assessment to support learning	<b>1</b>
	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?**

Robust welfare policies and procedures underpin the excellent organisation and day-to-day running of the school. Safeguarding procedures are rigorous and procedures are followed effectively. All required systems and procedures are in place to check and record the suitability of employees and volunteers to work with children. There is a strong commitment to ensuring that every child is treated with equal concern and fully included in the provision of the school. Consequently, any form of discrimination is proactively tackled. The outdoor area, with its sensory areas and raised beds, has been developed considerably to include those with special educational needs and/or disabilities. An outstanding commitment to community cohesion ensures that children have excellent opportunities to learn about their own community and background and that of others further afield.

Leaders provide a very clear sense of direction. Staff are highly effective as a team and

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unwavering in their determination to help all children achieve to the best of their ability. The quality of teaching is constantly being challenged and enhanced. Governors are fully supportive, provide challenge and fulfil their statutory duties well. They have not yet developed to full effect the role of the governor with responsibility for monitoring the Early Years Foundation Stage Framework. The school is highly successful in achieving its overriding vision of placing the needs of the community at the heart of its work. Many activities take place during the summer holidays to maintain the involvement of children and their families. In response to concerns raised by a few parents and carers about vehicular access to the grounds when children are being brought to or collected from the school, the leadership team has developed, and passed to the local authority, a robust travel plan to support the safety of all.

The school is highly proactive in working with other partners. It has nurtured a highly cohesive and integrated partnership with the children's centre to support children and their families. For example, the weekly toddler group and creative activities are having a positive impact on improving outcomes for children.

*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>	1
<b>The effectiveness with which the school promotes community cohesion</b>	1
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	1

## Views of parents and carers

An overwhelming number of parents and carers who offered an opinion are supportive of the school's work. They agree that their children enjoy coming to Nursery and feel safe, and they express their delight at the dedication of staff and the excellent progress



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their children make. Many enthused about the 'Talk Talk' activity pack which helps them to engage with their children and boost their enjoyment of learning.

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

Ofsted invited all the registered parents and carers of pupils registered at Hetton Lyons 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 40 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	34	85	6	15	0	0	0	0
The school keeps my child safe	38	95	2	5	0	0	0	0
The school informs me about my child's progress	30	75	9	23	1	3	0	0
My child is making enough progress at this school	34	85	5	13	1	3	0	0
The teaching is good at this school	37	93	2	5	1	3	0	0
The school helps me to support my child's learning	28	70	11	28	1	3	0	0
The school helps my child to have a healthy lifestyle	32	80	8	20	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)	27	68	13	33	0	0	0	0
The school meets my child's particular needs	29	73	10	25	1	3	0	0
The school deals effectively with unacceptable behaviour	32	80	7	18	0	0	0	0
The school takes account of my suggestions and concerns	27	68	11	28	1	3	0	0
The school is led and managed effectively	35	88	5	13	0	0	0	0
Overall, I am happy with my child's experience at this school	38	95	2	5	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 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	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is 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 term 2009 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.**



24 June 2010

Dear Children

Inspection of Hetton Lyons Nursery School, Houghton le Spring, DH5 0AH

Thank you so much for making me feel so welcome when I visited your nursery recently. It is outstanding! You do many different things each day and have lots of fun, especially in your wonderful garden. I was very impressed with how much you can do and how much you learn. Your mums and dads and carers are really pleased with how well you are doing and told me just how much you enjoy the nursery.

Your teachers and the governors make sure your school is a safe place to be. They all care about each one of you very much and work very hard to help you learn new things and know how to look after yourselves. You are given so many opportunities to talk and listen to each other because your teachers know how important this is. You all get on very well together and your behaviour is excellent. Well done all of you.

It was nice to see the children from the primary school when they came to the after-school club. They have lots of fun too. I have asked your teachers to share information with their teachers so that they can support their care and learning as well as possible. I have also asked the governing body to know exactly what they have to check regularly to make sure your nursery continues to offer outstanding provision even when new staff or governors join.

You are a credit to your school. It is no wonder your teachers love being with you each day. Keep trying as hard as you do when you move to your new school in September. I wish you and your families all the very best for the future.

Yours sincerely

Karen Ling

Lead inspector

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