

Hetton Lyons Nursery School



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

Inspection date	3 October 2017
Previous inspection date	30 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Parents speak highly of the nursery and the experiences that their children have. They also say how much they appreciate the support they receive from staff.
- The headteacher ensures that all staff, parents and children share their views about the nursery. This helps her to evaluate the provision effectively and to identify targets that will continue to improve the provision on an ongoing basis.
- Staff give high priority to children's speaking and listening skills. They comment and ask questions to help develop young children's thinking and understanding. Children who have special educational needs and/or disabilities are sensitively cared for by staff who are knowledgeable about which strategies individual children positively respond to.
- Children are cared for in a highly inviting environment with a vast range of exciting resources, indoors and outdoors. Children's physical skills are supported well. They benefit from being able to spend time with a range of resources in the well-designed garden throughout the day, where they can climb, balance and negotiate space.
- Children's emotional and social well-being are promoted considerably. Staff carry out initial home visits, which lay a firm foundation that enables children to build strong relationships.

It is not yet outstanding because:

- Staff observations are not always used to plan learning experiences that are sharply focused on exactly what individual children need to learn next. Consequently, not all activities are precise enough to help children to swiftly move forward.

What the setting needs to do to improve further

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

- refine the way that observations and assessments are used, so that planning for children's next steps is even more precise and helps all children make rapid progress from their starting points.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the lead practitioner.
- The inspector held a meeting with the headteacher. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Janet Fairhurst

Inspection findings

Effectiveness of the leadership and management is good

The headteacher has established an effective team of confident, enthusiastic staff. Together, they have created a vibrant, well-resourced environment for children's care and learning. Safeguarding is effective. Staff have a good understanding of their responsibility to follow the safeguarding procedures in the event of a concern about a child in their care. Robust recruitment and vetting systems ensure that any person having access or working with children are suitable to do so. Staff qualifications, regular supervision meetings and observations of practice contribute to maintaining good standards of teaching. Children's learning is closely monitored, which helps to ensure any gaps are quickly identified and addressed.

Quality of teaching, learning and assessment is good

Staff gather important information from parents before children start at the nursery. Overall, they use this knowledge and their own observations well to plan a range of interesting activities that helps children to make good progress in their learning. Teaching is strong as staff interact well with children, so that they are supported effectively as they play. Children's communication and language skills are given high priority. Staff model babies emerging speech. They repeat and introduce new words to extend their vocabulary. Toddlers are progressing from saying single words to forming short sentences. Children who have special educational needs and/or disabilities are supported to make good progress. Staff support children by modelling how to use the materials, adapting activities to meet their needs and adding explanations to their play.

Personal development, behaviour and welfare are good

Children flourish in the stimulating and child-friendly surroundings. Staff are caring and attentive, and children's emotional well-being is central to everything they do. Children play cooperatively together and behave well. Staff remind children of the importance of sharing, taking turns and being kind to each other. Individual routines for babies are followed, which helps them to feel secure and settled. Children's independence is fostered well. Staff praise children for their efforts when they try to put their own coats on before going outdoors. Older children confidently take care of their own self-care needs, such as using the toilet or washing their hands before meals.

Outcomes for children are good

All children, including those in receipt of funding, make good progress in their learning. They are developing the key skills they need to support them with their move on to school. Children are confident, keen and enthusiastic learners who enjoy exploring the wide range of activities available to them. They make choices about what they want to do and communicate their needs. Children are developing good mathematical and literacy skills. They identify colours and simple shapes. Children enjoy making marks using a range of materials, including water, pens and chalks. They also enjoy singing songs and sharing stories with adults.

Setting details

Unique reference number	EY291968
Local authority	Sunderland
Inspection number	1112465
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 3
Total number of places	30
Number of children on roll	69
Name of registered person	Hetton Lyons Nursery School Governing Body
Registered person unique reference number	RP524834
Date of previous inspection	30 October 2012
Telephone number	0191 553 6698

Hetton Lyons Nursery School registered in 2005. The nursery employs eleven members of childcare staff. Of these, one holds qualified teacher status, one holds an appropriate early years qualification at level 6, and nine 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 supports children who have special educational needs and/or disabilities, and provides funded early education for two-year-old children.

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