

# Hetton-le-Hole Nursery

Victoria Street, Hetton-le-Hole, Houghton le Spring, Tyne and Wear, DH5 9DG



<b>Inspection date</b>	23 February 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- Staff are enthusiastic and have the highest aspirations for each individual child's achievements. They use their expert knowledge to provide an exciting and highly stimulating environment for all children. Consequently, all children make significant progress from their starting points.
- The hard working staff team put children and their parents or carers at the centre of all they do. This strong ethos results in staff listening to children and their parents and carers, valuing their views and acting on what they say.
- Staff are loving, friendly and considerably caring as they carefully tend to each child's individual needs and facilitate their learning throughout the day. As a result, children are extremely happy and self-motivated in this fully inclusive environment.
- The highly skilled leadership team works exceptionally well at inspiring the staff team. Team members have an excellent overview of the progress children make and provide high quality supervision and a thoroughly focused programme of professional development, which continually enhances staff practice and has a positive impact on the learning experiences they offer for children.
- Staff demonstrate a high level of commitment to promoting children's safety and well-being. Arrangements for safeguarding are robust, carefully managed and effective in identifying risk to children.
- Highly effective partnerships between other providers, professionals and the nursery staff ensure that everyone is well informed about children's developmental progress and can effectively continue to support this.

## What the setting needs to do to improve further

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

- enhance the already very good systems for developing staff skills by allowing staff to undertake observations of each other's practice and discuss and share best practice.

### Inspection activities

- The inspector observed activities and the quality of teaching.
- The inspector held meetings with the manager and head teacher.
- The inspector conducted joint observations with the manager.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of the suitability and qualifications of staff working with the children and the provider's procedures for self-evaluation.
- The inspector took account of the views of parents spoken to on the day of the inspection.

### Inspector

Eileen Grimes

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

The quality of teaching is outstanding as staff have the highest expectations of themselves and the children. Staff skilfully create plentiful opportunities to extend learning in all rooms. For example, staff use shaving foam and natural treasure baskets in the baby room to encourage babies to explore textures and seek new experiences. Staff in the toddler room use play with trains and cars to develop children's understanding of working together, cooperating and managing their feelings. Staff regularly complete highly accurate assessments of children's progress. This includes the progress check for children between the ages of two and three years. They use these to build up a very clear and detailed picture of each child's abilities and are, therefore, well placed to meet their individual needs. As a result, all children, including those with special educational needs and/or disabilities, make rapid progress in their learning and development in relation to their starting points. As a result, children are highly motivated and develop excellent skills to support them in their future learning at school.

### **The contribution of the early years provision to the well-being of children is outstanding**

A warm caring environment is created for children who attend the nursery. Children of all ages have access to an exciting outdoor area. This provides opportunities for children to develop large physical skills, and is accessed throughout the day. Children talk confidently about using the fire for cooking and therefore, begin to learn how to manage risk. In addition, they begin to be aware of their own emotional well-being and are confident in their own abilities. Children develop an outstanding knowledge and understanding of how to keep themselves healthy through the range of healthy meals and snacks, the adoption of rigorous hygiene practices and through the daily 'wiggle' sessions to 'get their brains going'.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The management and staff have an exceptional understanding of the requirements of the Early Years Foundation Stage. Staff are dedicated to delivering exceptionally high standards of care and learning to children and their families. They fully understand their roles and responsibilities and are very effectively supported by the management team. Self-evaluation is thorough and includes the views of all staff, parents and governors. This ensures a holistic approach to ongoing improvements, with targeted plans being effectively implemented and addressed. Children's learning is extensively monitored by staff, enabling them to identify and target areas for additional support. This includes children who have special educational needs and/or disabilities. Recruitment, induction and ongoing appraisal ensure that the qualified and dedicated staff team teach children exceptionally well and seek out ways to further develop practice. However, systems for sharing the exceptional teaching skills, by offering staff opportunities to observe each other and discuss best practice, are not fully embedded.

## Setting details

<b>Unique reference number</b>	EY302067
<b>Local authority</b>	Sunderland
<b>Inspection number</b>	1001074
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	65
<b>Name of provider</b>	Hetton-le-Hole Nursery School Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0191 5536700

Hetton-le-Hole Nursery was registered in 2005. The nursery employs 19 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3, including one with Early Years Professional status and one with Qualified Teacher Status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-year-old children.

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