

# House of Eden

Inspection report for early years provision

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**Unique reference number** EY301405  
**Inspection date** 03/03/2009  
**Inspector** Gianna Ulyatt

**Setting address** Aycliffe Village Primary School, North Terrace, Aycliffe,  
Newton Aycliffe, County Durham, DL5 6LG  
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**Type of setting** Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## Description of the setting

House of Eden first opened in 2005. It operates within Aycliffe Village Primary School in Aycliffe, County Durham and has the use of a dedicated room, enclosed outdoor area and an adjacent room for the after school club. A maximum of 45 children aged two to under eight years may attend the setting at any one time. It also offers care to children aged eight years to 11 years. The setting is open each weekday from 08.00 until 18.00 for 51 weeks of the year.

The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 23 children attending within the Early Years Foundation Stage. There are 25 children attending on the Childcare Register. The setting supports children with learning difficulties and/or disabilities.

The provision employs five staff, including the manager, to work directly with the children. Of these, four staff hold childcare qualifications at level 3 and one holds a qualification at level 2.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. House of Eden offers outstanding provision for children in the Early Years Foundation Stage. Staff know children extremely well and create a very safe, welcoming and caring environment. Inclusion is outstanding because staff observe children, note their interests and subsequently provide exciting activities that motivate them. The nursery is well focused on continuous improvement. The manager has begun a self-evaluation process and is using the information gained very well to improve provision.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to extend systems for effectively monitoring the provision and outcomes through self-assessment, leading to clear identification of targets for further improvement.

## The leadership and management of the early years provision

Arrangements for safeguarding children and vetting procedures are very robust and documents are stored for confidentiality. Records and policies are in place and are well understood and well adhered to by all staff. Rigorous daily risk assessments and vigilant staff ensure children learn and play in a safe and clean environment. Staff are receiving higher level training for child protection. Adults are well deployed and provide role models for playing and learning alongside the

children. The introduction of the key person is having a positive impact on children's learning because adults get to know their group very well and provide extremely well for their individual needs. The manager continuously collaborates with staff towards evaluating provision; consequently, appropriate action plans to address immediate and long-term priorities are well in place and acted upon. However, the evaluation process is not yet complete, therefore some aspects of provision have yet to be examined more closely. Staff are very enthusiastic and willingly take new ideas on board and constantly strive for improvement. Staff know children well and use assessment procedures to plan challenging activities for their next stages of development. Consequently, children make very good progress in all areas of learning.

The manager and staff are very experienced and clearly recognise the needs of very young children. Although staff have a good understanding about how young children learn, they are extremely keen to improve their knowledge base and willingly attend courses to that end. They bring new information into the setting and this has an immediate and very positive influence on their work with children. Teamwork is very strong because adults evaluate their work and plan together to make sure activities interest, inspire and motivate children. Parents and carers are very well informed about their child's progress through two-way conversations with key workers and through the weekly notes staff send home about their child. Parents contribute well to assessments and staff truly value parents' views as this information helps staff to get to know children in different situations. Parents are welcomed into the nursery and find out about the provision through posters, notices and regular newsletters. The setting has identified the need to further involve parents in supporting learning at home and is working enthusiastically towards that end. The setting has very well trained staff who have appropriate contacts with external agencies to ensure children's individual learning and welfare needs are very well promoted.

## **The quality and standards of the early years provision**

Children bounce into the nursery with excitement each day, whether they are there to attend breakfast club, after school club or nursery sessions. The reason for their enthusiasm is that staff provide an extensive range of activities from which children can choose. Staff find out what reception-aged children are learning in school so they can complement their learning in the club sessions. Staff work and play alongside children making learning fun. They teach children many new skills, such as mixing ingredients and using glue spreaders, paintbrushes and construction equipment. Consequently, children are challenged as they play. Children develop curiosity as they explore the wormery, find stones and sticks outside or learn how to make dough. Staff question children well, teach them a range of vocabulary, extend their thinking and encourage them to speak in good clear sentences. No child is left out in this very inclusive nursery. New resources are targeted towards teaching sign language so children who are less fluent can communicate with others. Books are available in each area of the room. Staff read to children and encourage worthwhile discussion to help them understand the storyline and learn the meanings of many new words. Planning takes account of children's interests. It includes a good balance across all six areas of learning. Staff

evaluate children's progress and use the information to offer appropriate future support. Numbers are displayed in most areas to make counting more meaningful. Children enjoy singing songs and rhymes that teach them the language of mathematics. They clearly understand the language associated with early problem solving and have good opportunities to develop early handwriting skills.

Children's personal skills are developing well. Behaviour is extremely good because adults are role models and relationships between adults and children are easy and comfortable. Staff are very vigilant regarding physical safety yet they encourage children to be adventurous and learn challenging physical skills. For example, indoors they teach children and support them as they learn how to climb steps and jump off. Children learn to care for their nursery and become responsible for tidying equipment away. They learn about the locality when they visit the village and the supermarket.

Children learn good eating habits and enjoy fruit and drink snacks. Those who stay for lunch choose healthy options and enjoy a pleasant meal. Very good opportunities for physical activity are planned every day. They also benefit from external agency support. Children visit the swimming baths each week and use the school hall for 'soccer tot' sessions which include activities for body movement, ball skills and actions to songs. Parents, too, are invited to these sessions.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.