

House of Eden @ Fishburn Children's Centre

Inspection report for early years provision

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EY381197

Inspection date

28/04/2010

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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 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.

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Description of the setting

House of Eden @ Fishburn Children's Centre is one of several settings operated by the House of Eden group, a private limited company. It was registered in 2008 and is based on the outskirts of Sedgefield in a Children's Centre building attached to the Fishburn Primary School in the rural village of Fishburn. Children have access to a secure enclosed outdoor play area. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides full day care for children under three years and wraparound care for children attending funded nursery education at the host school. The setting opens on Monday to Friday from 7.45am to 6pm all year round except bank holidays and the week between Christmas and New Year.

A maximum of 68 children aged under eight years may attend the setting at any one time. The setting currently takes children from birth and also offers care to children aged eight years to 11 years. There are currently 62 children on roll. Of these 56 are under the age of eight and of these 50 are within the early years age range. The setting supports children with special educational needs and/or disabilities.

There are currently nine members of staff who work directly with the children, including the manager. Of these, five are qualified to Level 3, and of these two are studying towards a Foundation Degree in Early Years and four staff are qualified to Level 2. The setting receives support from the local authority and there is qualified teacher input from the host school.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Well qualified staff attend to children's individual needs so that each child shows good progress during their time at the setting. Safeguarding is a priority and most systems and procedures are implemented and practised to ensure children's security and safety is well maintained. Positive partnerships are fostered by the setting with parents, the host school and with other professionals, including people within the community. Leaders are passionate about continuous improvements, and self-evaluation and constant reflective practice ensure that plans are well targeted for the future.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure records of accidents include the first aid treatment given to children. (Safeguarding) 29/04/2010

To further improve the early years provision the registered person should:

- develop further staff questioning techniques to improve the quality of children's learning during child-initiated activities
- review current planning systems to ensure that children's individual progress is monitored in relation to their age and stage of development and use this as a basis for increasing the quantity and quality of adult-led learning opportunities.

The effectiveness of leadership and management of the early years provision

Leaders inspire staff to promote a child-centred approach to caring for children who attend the setting. They offer a positive role model and work regularly alongside an enthusiastic staff team to support effective practice. Suitable recruitment procedures are in place to safeguard children. Children's welfare is good. Robust procedures exist, particularly relating to fire procedures. Staff are knowledgeable about procedures for child protection and daily checklists ensure that risks to children are minimised. However, whilst a record is maintained of any accidents that occur and children are cared for appropriately, staff do not record the first aid treatment given alongside each entry, which is a requirement of the Early Years Foundation Stage. Training and professional development is given a high priority. The setting receives weekly support from a teacher from the host school supporting staff training needs and effecting good transition procedures. Deployment of resources in the setting is good. A qualified chef prepares home cooked food, releasing staff to devote time to directly care for the children. Imaginative environments offer children a wide range of exploratory experiences both indoors and out, and demonstrate a good understanding of what inspires and motivates children.

Equality and diversity is promoted well as the children celebrate a variety of activities relating to cultures, such as Buddhism and festivals, such as Chinese New Year. Prompt action is taken by staff to close children's identified achievement gaps through partnering with a range of professionals. This is further supported by the effective partnerships with parents which promotes good practice to continue learning at home. The setting demonstrates a good understanding of where the areas for improvement are and is committed to changes that will benefit the children who attend. Targets set are honest and realistic and build on the good practice already established. The setting has accurately identified that it would like to improve engagement with parents to further develop the two-way flow of information relating particularly to children's learning.

The quality and standards of the early years provision and outcomes for children

Children enjoy good learning experiences at the setting, because adults support them well to become highly confident and independent. Some adults sensitively support children by chatting informally to them and by playing alongside them, for

example with junk modelling. Children are supported to practice snipping with scissors by suggestions to find materials which are not as thick. They are encouraged to search for the correct size and shape of materials to match their model, with adults using language relating to position, size and shape, such as the 'tiny' lid. Babies explore glittery shaving foam, splatting it with their hands on a table and squashing it in their fists while adults gently encourage their exploration, celebrating the babies' excitement. However, some adults do not yet consistently use open ended questioning that foster children's higher level thinking skills.

The setting promotes good opportunities to stay healthy as there are strong systems to promote children's personal hygiene, such as brushing their own teeth after eating and washing hands before meals. Highly sociable mealtimes with locally produced meat, offer children the opportunity to eat healthy food alongside the adults, who are positive role models. During meals the adults discuss what older children have learned at school in the morning. Children can identify one another's names printed on displays and younger children are supported with skilful adult support. They stay safe at the setting, because resources are carefully selected and match children's needs and interests well. Babies and older children enjoy free access to the outdoors throughout most of the session. They explore sand and practise walking across a raised bridge on a grassed area and crawling between indoors and outside. They are confident with new adults because their emotional security is high as a result of good practice, such as the detailed care plans implemented when children start at setting. Strong planning systems are completed ensuring children make good progress in their learning, however staff do not yet track children's individual progress against the age related expectations. Individual children's interests and learning needs are planned as the focus of adult-led activities, such as farm play, stimulated by a child's interest in chickens, although the frequency of the focus is not recorded to ensure all children are offered a planned focussed activity over a period of time.

Behaviour is good, because adults reinforce positive behaviour with praise and there are highly effective relationships throughout. These nurturing relationships, foster children to achieve good skills for the future. Parents speak very highly of the setting and there is an abundance of positive feedback about the welcoming nature of the setting and how their children love to attend.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

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