

House of Eden

Inspection report for early years provision

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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 was registered in 2010 and is one of six settings run by a limited company. It operates from the nursery, community room and main hall in Bishop Middleham Primary School. It has use of several enclosed outdoor spaces for outdoor play.

The nursery is open five days a week from 7.30am until 6pm for 51 weeks of the year. They are registered on the Early Years Register and the compulsory part of the Childcare Register to care for a maximum of 30 children at any one time, aged from two years to under eight years. There are currently nine children on roll in the early years age range.

The nursery employs three staff, including the manager and deputy, all of whom hold an appropriate early years qualification. The nursery is registered to accept government funding for two-, three- and four-year-olds. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a thorough knowledge and understanding of each child's individual needs and promote all aspects of children's welfare very effectively. Mostly good partnership with parents are in place and there are effective links with other childcare and education providers to ensure continuity of care. The effective organisation of the learning environment and planning systems ensure children receive a good balance of adult-led and child-initiated activities. Systems for observation and assessment of children's progress under the Early Years Foundation Stage are implemented effectively and identify the next steps in children's learning. This enables all children to make good progress. The setting has started to identify aspects of their provision they would like to develop further and this commitment to ongoing self-evaluation demonstrates an appropriate capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice, self-evaluation and informed discussion which includes all staff, in order to identify priorities for development and improve outcomes for children
- develop the opportunities to help parents become more involved in their children's learning
- record details in a fire log book of the practising of the emergency evacuation procedure, and include any problems encountered and how they were resolved.

The effectiveness of leadership and management of the early years provision

There is a strong emphasis on safeguarding. All staff have completed further safeguarding training, and suitable written policies and procedures necessary to safeguard children's welfare underpin practice. Robust vetting procedures ensure that all staff working with children are suitable to do so. Documentation relating to children's individual needs and care routines is stored confidentially. Written risk assessments are comprehensive across all areas of the nursery. A secure key person system ensures that all staff have a thorough understanding of children's individual needs. The nursery helps children learn how to keep themselves safe by practising regular emergency evacuation procedures with the school. Adults talk about how they have adapted these to meet the individual needs of younger children, however, they do not record these practices.

Staff are well qualified and work effectively together as a team. They are clear about their roles and responsibilities and are well supported in their continual professional development. Staff receive good support from the local authority advisory teams and have a developing understanding of the nursery's strengths and weaknesses. The manager has started to establish a written system of self-evaluation. However, this system is not yet fully embedded in practice. Resources are well deployed across the nursery and easily accessible to the children. These include resources which reflect difference and diversity. Staff have a clear vision for future improvement linked to outdoor play, including the provision of further resources which can remain outside in all weathers. Children who speak English as an additional language are well supported. Staff value children's home language and customs while helping them develop communication and literacy skills in the English language.

Good partnerships are in place with parents. They speak positively about the nursery and the staff. They receive a good range of information about children's learning and development. Effective links are in place with other childcare and education providers to ensure that children's needs are met; consequently, there is continuity in their learning. The nursery has developed good relationships and information exchanges with the school on the same site. This helps children to get to know the teachers and enables a smooth transition into new surroundings.

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

Children make choices and decisions as they play in the warm and welcoming environment that is interesting and stimulating. Staff have a secure knowledge of the Early Years Foundation Stage and plan activities to build on individual children's interests and skills. They provide an enjoyable, flexible routine of indoor and outdoor play and a balance of adult-led and child-initiated activities. Consequently, children are active, motivated and competent learners. Key workers make regular observations and assessments of children's progress, clearly

identifying the next steps for future planning. Parents can easily access these. In addition, a monthly summary is compiled and shown to parents. However, there are more limited opportunities for parents to be involved in giving information about what children can do already do at home.

Children cooperate well with each other as they wait their turn to practise their balancing skills, walking along the large wooden bricks and jumping off the plastic crates. They excitedly look at the different features of the baby frog they find, confidently using magnifying glasses and the camera. Staff spontaneously extend this learning by asking them open-ended questions and supporting them in making him a new 'home' using a bucket filled with water, leaves and a large stone. Children eagerly join in with action songs about frogs and listen carefully to the frog story. Children develop good imagination skills. For example, they create their own picnic or bake cakes using real items from the role play area. Children are confident talkers. They talk to adults about different types of holidays they go on, then design and make London attractions, such as Big Ben, using junk materials. Children receive good opportunities to be creative using items, such as, paints, shaving foam, feathers and glue. Children enjoy visits around the local area, and they feed the ducks and look at the scarecrows that have been made for the village competition. Children notice changes in the weather and when it begins to rain outdoors they independently change the weather chart picture which depicts a sun.

Children are developing their independent self-care skills as they put on their own shoes and role play clothes, find sun hats and brush their teeth after snacks. Staff know individual children well and provide them with a good level of sensitive and appropriate support. Consequently, children behave very well and eagerly help tidy up at the end of the session. Children are developing skills that will contribute to their future economic well-being. For example, they confidently use information and communication technology and visit village amenities, such as the local post office. Children are encouraged to enjoy a healthy lifestyle as they enjoy a variety of snacks. Staff sit with children at lunch time, eating their own lunch and chatting about healthy options.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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