

Eden Garden Nursery

Inspection report for early years provision

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11/01/2012

Inspector

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Setting address

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Type of setting

Childcare - Non-Domestic

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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

Eden Garden Nursery was registered in 2007 and is privately owned and managed. It operates from a purpose built building within the grounds of Saint Benet's Roman Catholic Primary School in Ouston, Chester-Le-Street, County Durham. Children are accommodated in four rooms according to their age and developmental stage. All facilities are on one level and easily accessible. Children have access to a secure enclosed outdoor play area. A maximum of 85 children under eight years may attend the setting at any one time and of these, not more than 21 may be under two years. The setting currently takes children from three weeks to five years of age. The setting is open Monday to Friday from 7.30am to 6pm for 51 weeks of the year. The setting serves the local and surrounding areas and children attend for a variety of sessions.

There are currently 90 children on roll who are all within the early years age group. Of these, 21 are in receipt of funding for early education. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 23 members of staff, including the manager, who work directly with the children. Of these, one holds Early Years Professional Status, two hold a Early Years Foundation degree, 13 hold a qualification at level 3 in early years and four hold a qualification at level two in early years. In addition one is currently working towards a qualification at level 2 and two are working towards a qualification at level 3 all in early years. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children of all ages enjoy their day and take part in a balanced range of activities that effectively supports their learning and development in most areas. A well-developed knowledge of each child's needs ensures that staff successfully promote children's inclusion and progress. Children are safe, secure and their individual welfare needs are met. Overall, staff work closely with parents, carers and other early years professionals to share information. Leaders and managers are positive in their approach to continuous improvement. Regular self-evaluation by the manager and staff ensures that priorities for development are effectively identified and acted on.

What steps need to be taken to improve provision further?

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

- extend further the range of equipment and resources that offer physical challenges and to ensure plenty of opportunities for physical activity
- develop further systems to involve parents and carers as part of the ongoing

observation and assessment process.

The effectiveness of leadership and management of the early years provision

Leaders and managers implement effective vetting and recruitment procedures to ensure all adults are suitably equipped to work with children. Staff are deployed effectively to provide good levels of support and to enhance children's learning and development. All of the relevant documentation is in place with clear policies and procedures covering all aspects of the setting. Staff have a good awareness of safeguarding issues and receive regular training to update their knowledge and understanding. Detailed risk assessments are conducted regularly and staff carry out visual safety checks at the beginning and end of the session to ensure that the environment is suitable.

Leaders and managers follow a detailed self-evaluation process and gather feedback from staff, parents, carers and children to effectively evaluate the quality of the provision. Identified weaknesses are addressed and clear action plans to improve outcomes for children are in place. The recommendations raised at the last inspection have been fully addressed. The setting is committed to the on-going professional development of their team who have a good understanding of their roles and responsibilities. The resources are good, fit for purpose and overall effectively support children in their development.

A good two-way flow of information between parents and carers focuses on the needs of the child as staff exchange details of individual routines and activities. Effective record keeping ensures that parents and carers are kept informed about their child's well-being and care. However, parents are not consistently involved in the ongoing observation and assessment process. Staff have a good understanding of the diverse backgrounds of the children and families they serve. The equality and diversity policy outlines a commitment to inclusive practice, ensuring all children can achieve as well as they can regardless of their background. Good links have been established with other early years professionals and the local schools. As a result information about the progress of individual children is effectively exchanged. The setting also liaises closely with a local authority early years consultant.

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

Children are happy and settled within the environment. A good range of age-appropriate activities and resources are made freely available to children and upon arrival they quickly find an activity of their choice. Children operate independently within the free-flow environment confidently negotiating and solving practical problems. Children of all ages make good progress because staff carefully plan for individual learning and development needs. There is a family atmosphere during group time where children and adults enjoy sharing stories and joining in with songs. This effectively develops their language and communication skills. Good quality interactions from staff support children's development of self-help skills,

assisting them in keeping safe. Outdoor provision is enhanced by adults who encourage children to explore possibilities. For example, children enjoy building with large blocks outside. However, opportunities to offer extended use of equipment and resources to provide physical challenges and to ensure plenty of opportunities for physical activity are not always utilised. Staff value children's explorations of the natural environment as they collect leaves for a collage activity whilst out for a walk. Children are given time and space to follow their interests and work alone or in groups.

When planning daily activities and experiences the staff carefully consider the needs and interests of the children attending. There is a good balance of adult-led and child-initiated activity. Detailed analysis of observation and assessment ensures that children develop the skills they need to progress in their current and future learning. Adults have realistic expectations of children, developing their self-esteem and promoting relationships. As a result children's behaviour is good and they are aware of what is expected of them. They happily take turns and share when playing on bikes and wheeled vehicles. Frequent opportunities to count mean that children make good progress in this area and can confidently count beyond 10. They enjoy using information communication and technology equipment such as the computer and operate a wide range of battery operated and programmable toys.

Staff and children demonstrate good knowledge of personal hygiene and follow clear procedures. Snacks and meals are well planned by the chef to provide children with a balanced and nutritious diet. Fresh drinking water is freely available at all times. Children's knowledge of the wider world is enhanced through regular carefully planned outings and visitors such as a dentist and musician. Young children develop essential skills to allow them to actively explore their surroundings. As a result they are developing their skills for the future well.

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	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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