

House of Eden @ Fishburn Children's Centre

Fishburn Primary School, East View, Fishburn, Stockton on Tees, TS21 4AU

Inspection date	11/02/2013
Previous inspection date	28/04/2010

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- There are good partnerships in place with parents, schools and children's centre supporting the needs of all children, helping them prepare for when they attend nursery and then move into full-time education.
- Children are happy and enjoy attending the nursery where they make steady progress in their learning and development. The interesting outdoor play area encourages children to enjoy play and learning outside, supporting their good health and well-being.
- Children are cared for in a secure environment where priority is given to their safety and making sure the areas in which they play are hazard free.

It is not yet good because

- The educational programme is not as effective as it could be because planning is not robust. This hinders the progress children make.
- Staff do not always make the most of opportunities to involve children in small tasks that develop their confidence and independence.
- Staff do not always make the best possible use of spontaneous and planned adult-led activities to challenge children or meet their emerging needs or interests. There are not sufficient opportunities for children to practise early writing skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed staff and children during a range of indoor and outdoor play activities and during snack and lunch time.
- The inspector had discussions with staff and the Foundation Stage teacher in the adjacent nursery and early years department of the school.
- The inspector looked at some children's learning and development files, a sample of written policies and procedures, records and other documentation.
- The inspector looked at the setting's on-line self-evaluation form and evidence of staff's suitability to work with children.
- The inspector and manager carried out a joint observation of the effectiveness of the environment and children's learning taking place during part of the afternoon session.
- The inspector spoke to children and some parents.

Inspector

Jackie Phillips

Full Report

Information about the setting

House of Eden @ Fishburn Children's Centre is one of six settings operated by the House of Eden group, a private limited company. It was registered in 2008 and is based on the outskirts of Sedgfield in a children's centre building attached to the Fishburn Primary School in the rural village of Fishburn, Stockton-on-Tees. Children have access to various outdoor play areas.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting provides full daycare for babies and children and wrap-around care for children accessing funded nursery education at the host school. A before and after school club also operates for older children who attend local schools. The setting operates Monday to Friday from 7.45am to 6pm all year round except bank holidays and the week between Christmas and New Year. There are currently 76 children on roll; of these, 40 are in the early years age group.

There are currently 10 members of staff who work directly with the children, including the manager. There is also a nursery cook. All staff are qualified to level 3. The manager also holds a degree in early years. The setting receives support from the local authority and there is qualified teacher input from the host school.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the planning of challenging and enjoyable learning experiences across the seven areas of learning and development by placing greater focus on the individual needs, interests and stage of development of each child
- develop the educational programme by more effective and regular use of planned and spontaneous adult-led activities in order to respond more promptly to children's emerging needs and interests and, in particular, provide more challenges to the older, more able children.

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

- support children's growing independence by making the most of opportunities to help them learn and be sufficiently challenged and involved in tasks. For example, managing their own nasal hygiene and setting the table at lunch time

- enhance the programme for literacy, in particular the area of writing by: providing more opportunities for children to write for a purpose and increasing resources to enable children to experiment with writing.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children make steady progress in their learning and development as they move towards the early learning goals. Staff have an adequate knowledge and understanding of the revised Early Years Foundation Stage learning and development requirements. They organise a varied range of activities across all areas of learning. However, they are not always effectively planning using the resources available and information they know about children, based on their observations and assessment. Some staff lack confidence to respond quickly and promptly to children's individual learning needs and interests and ensure sufficient levels of challenge are available for the more capable children. This means learning is sometimes hindered because children are not always well supported to maximum effect.

Staff record and track children's progress and place information in children's individual files to share with their parents. They observe children and make an assessment of their progress and future learning targets. Some staff have begun to carry out the required progress checks on children aged between two and three years. Appropriate emphasis is placed on the skills young children require to make progress in their learning. For example, in developing personal, emotional and social skills, communication, language and physical development. This information is shared well with parents and they are encouraged to add their comments and aspirations for their children. Parents have good access to children's development records and alongside frequent conversations with staff have the opportunity to be effectively involved in children's learning at home.

Generally children's learning is adequately supported by staff. Together they hold interesting conversations and children are eager to talk about aspects of home life or involve staff in ideas about their role play. When children show a particular interest most staff generally respond well to help children develop their ideas. For example, when children put on gloves to become action heroes or a hat to be a 'monster'. They help children use the compact disc recorder to find the particular song they are looking for and children quickly become proficient at searching for the correct number and using the buttons to scroll up and down. However, children's interests are not always effectively used by staff to maximise learning. For example, by promptly providing appropriate resources or implementing activities for children to explore, investigate and make links with their ideas or interests. Children's activities they initiate themselves and those led by an adult are not always well balanced between the two.

During the day of the inspection the baby room was not in use. However, it is well resourced and organised with lovely areas for the youngest children to play, be fed, sleep, rest and relax. There is good access to a secure outdoor area helping with young

children's natural curiosity to explore their surroundings. The youngest children use the larger playroom very well and explore confidently sometimes playing alone or alongside other children. They enjoy watching the goldfish or 'splatting' and 'squeezing' the shaving foam with their small hands. Older children use the foam in different ways. For example, to use as a cream to make the doll's ankle better. Children have grown peas in the garden but prefer to use the soil to dig in. This shows children enjoy doing things 'their way' and are allowed to do so. They make pictures using cotton wool and porridge. They paint using different techniques, such as vegetables to print with. They experience the feel of water with oil added or the tree bark under the paper as they make 'rubblings' to see the different patterns. This helps children learn in many different ways and supports a range of skills necessary for future learning.

Children learn about the society in which they live through access to books and resources. Some planned activities include food tasting as part of Chinese New Year celebrations or they use rice to make 'sound shakers' in secured bottles. Opportunities are provided for children to look closely at the visiting fire engine or the dead frog found in the outdoor sandpit. This helps them begin to understand and make sense of the world in which they live. They use pretend domestic appliances in the role play area alongside communication equipment, such as telephones. They make towers from bricks and compare the 'tallest' and 'highest'.

Children's water bottles are identified with a picture and printed first name label. This also applies to their coat pegs. However, there is no challenge for the older children by, for instance, removing the picture clue and adding their surname. These are skills children will need when they transfer to the school setting. There are some mark-making resources to use to enhance these areas of learning but staff are not yet encouraging children to use a varied range fully effectively. For instance, notepads and pencils to encourage children to write messages and shopping lists or clipboards for indoor and outdoor use, to record their ideas through plans or design.

The contribution of the early years provision to the well-being of children

The nursery is warm and welcoming and good emphasis is placed on meeting and greeting parents and children and acknowledging their departure as they leave. This shows parents respect and helps them and their children feel valued. Staff and parents regularly exchange information about children. This takes place through written records, face-to-face meetings, displays, photographs, newsletters and informal conversations. This contributes well to children's welfare and well-being and keeping parents fully involved, informed and updated. There is a varied range of resources for children to use and the majority are stored very well in low units and clearly labelled baskets. This helps children to make independent choices and decisions and encourages them to tidy up after themselves.

Children and staff get to know one another well. This helps children feel safe and secure. Although each child is allocated a key person with whom to bond, children approach all staff easily and warm and trusting relationships are evident. This shows children feel confident within the environment. There are though some missed opportunities for staff to

develop children's independence further. For example, by involving them more in routine procedures, such as during snack and meal times. Children are not consistently encouraged to find a protective apron to wear when involved in 'messy' play, resulting in many wet tee-shirts and jumpers. This takes time for staff to change clothing and does not help children develop in self-sufficiency and responsibility. Children are not always taught to wipe their own dirty noses and dispose of used tissues effectively and hygienically.

The outdoor area is well equipped and an interesting learning environment. For example, children can climb, balance and learn to negotiate different levels. There are safe places to take risks, dig and explore and they can see their friends and older siblings who attend the school in the adjacent playground. There are opportunities for children to use the different outdoor areas of the school helping them be prepared for when they make the transfer into the school setting. Children practise the evacuation procedure so they learn what to do in an emergency. Homemade snacks and meals are nutritious and nourishing. The healthy menu is regularly rotated and displayed well for parents to see. Children show an understanding of washing their hands before they eat but do not yet get fully involved in contributing at meal times. This restricts independence with self-care skills needed for the future. Overall children behave well and are able to share the toys, take turns and play co-operatively with their friends. This shows an understanding of respecting the needs of others.

There are secure arrangements in place for children to be transferred through the setting with as little disruption as possible to avoid them becoming upset and anxious. Children are able to have short visits to familiarise themselves with their next environment, be this to the larger playroom or to the school nursery or reception class. This means they are well prepared for change and able to adjust quickly.

The effectiveness of the leadership and management of the early years provision

The premises are very secure so children are well protected. Risk assessments and daily visual checks take place to ensure the environment is hazard free and safe. Staff attend safeguarding training and know the appropriate action to take if they have any concerns about a child's welfare or well-being. Disclosure and Barring Service checks are carried out to ensure staff are suitable to work with children. New staff are given good support during their induction period to ensure their introduction into the setting goes smoothly and effectively.

Suitable systems are in place for training, supervisions and appraisals for staff to develop professional skills and knowledge. The manager works effectively alongside her staff team providing a positive role model. She has good support from colleagues and superiors within the company and from partners within the school and children's centre. This helps her with her evaluation and monitoring of the effectiveness of the setting. She works particularly closely with the teacher of the Foundation Stage area of the school. This helps her support the effective wrap-around care service provided and assists children when they transfer to the next setting. The manager is very flexible to meet parents' needs. For

instance, meeting their childcare needs to enable them to work and providing advice and guidance on some parenting issues, such as children's behaviour management. Parents spoken to during the inspection have nothing but praise for the staff and setting. They know they are kept very well informed and involved and feel they can approach staff members with any concerns easily. They could not think of any areas for development or improvement.

The action and recommendations raised at the last inspection have been implemented appropriately to help the nursery move forward. This has improved aspects of safeguarding and children's learning and development. The manager regularly monitors the provision for children but has taken part in a more focussed and reflective exercise recently following her concerns regarding staff involvement and the overall effectiveness of the learning environment and educational programme. She has sought the support of the qualified teacher and together they have prepared a plan for improvement they hope will have a very positive impact on the learning and development of the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met	The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met	The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY381197
Local authority	Durham
Inspection number	873866
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	68
Number of children on roll	76
Name of provider	House of Eden Limited
Date of previous inspection	28/04/2010
Telephone number	01740 620 683

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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