

Eden Garden Nursery

Eden Garden Nursery, Ouston Lane, Ouston, CHESTER-LE-STREET, County Durham, DH2 1QX

Inspection date

30/04/2013

Previous inspection date

11/01/2012

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Teaching is securely based on practitioner's thorough knowledge of the Early Years Foundation Stage. They, therefore, make good use of opportunities to promote children's learning through play and structured activities.
- Children are happy and eager to learn. Their behaviour is good and they make independent choices about their play. This supports them in developing a positive attitude to school and future learning.
- Children's interests and needs inform the planning and they are offered a wide variety of activities. The key person system is also used well, meaning that practitioners can work together to promote children's learning and well-being.
- Children's language and communication skills are well promoted. Children who use English as an additional language are supported in developing and extending their vocabulary and in making good progress in their overall development.

It is not yet outstanding because

- Text which is clearly written and easy to see is not displayed in all nursery rooms so that children can see letters and simple words which ignite their rapidly developing interests to link sounds and letters.
- At times some parents are not always fully engaged in sharing their children's learning from home to ensure even better continuity and cohesion.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 activities in the four main playrooms and the outside learning environment, and carried out a joint observation with the manager of the provision.
- The inspector held meetings with the manager, and looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

Inspector
Eileen Grimes

Full Report

Information about the setting

Eden Garden Nursery registered in 2007. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose built premises within the grounds of Saint Benet's Roman Catholic School in the Ouston area of Chester-le-Street. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is a fully enclosed area available for outdoor play.

The nursery employs 23 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3, including one with Early Years Professional Status and two hold level 6 qualifications in childhood studies (BA Honours).

The nursery opens Monday to Friday all year round. Sessions are from 7.30am to 6pm. Children attend for a variety of sessions. There are currently 150 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance further the learning environment by displaying text that is clearly written and easy to see so that children can learn about letters and simple words
- review and evaluate partnerships with parents to ensure consistency in how parents share information about their children's learning from home.

Inspection judgements

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

Staff have a secure knowledge of how to promote children's learning and development and know the children in their care very well. Comprehensive information is obtained from parents so that staff can establish each child's starting points on entry to the nursery. Planning is based on children's individual needs and interests and is adapted and added to on an ongoing basis to ensure children's next steps are incorporated. Consequently, children are keen to participate in activities, have fun and make good progress in their learning and development. Staff observe children to find out about their needs, what they are interested in and what they can do. They then analyse these observations and

highlight children's achievements, or their need for further support, which is incorporated into planning. The learning environment, generally, contains resources which are stimulating and accessible to children, which promotes their learning and independence. However, there is scope to enhance this further by clearly displaying more print so children can begin to learn new words, link sounds to letters and understand that text carries meaning.

Staff provide a good range of activities and support children to choose what they want to do, which helps to build their independence. They know when to get involved and when to allow children to carry on playing so that their play is not disrupted and children can make their own decisions. Consequently, children are good at initiating play and can become deeply involved in activities, such as imaginative play with the animals in the hospital. Children take the lead and discuss with each other how to progress this activity. Children's communication and language skills are effectively nurtured. Staff give children time to talk and ask questions to make them think and develop their own ideas. Staff in the baby room recognise the way in which individual children communicate and respond appropriately to this, supporting children with facial expressions and encouraging children to explore their environment. For example, exploring with jelly, and children giggle with delight. Children are given ample opportunities to learn and make sense of their physical world as they go for walks in the local community and staff encourage their interest in books.

Staff take many steps to ensure that children have the necessary skills for their transition into school. They ensure the prime and specific areas of learning are prioritised in planning. Children are encouraged to be as independent as possible and are learning good social skills, such as sharing, taking turns and good table manners. Staff put a wealth of additional resources, particularly in the role play area, so that children become familiar with these and can use them in their play. For example, they add a range of adult baking equipment to extend a baking activity. Positive feedback is received from schools about how quickly children who have attended the setting settle and are well prepared for school.

Staff discuss children's progress, activities and achievements with their parents on a daily basis and also more formally at 'open nights'. They listen to what parents tell them about what children have been doing at home. However this is not always consistently used across all areas of the nursery to help with activity planning. The areas where it is used promotes a two way flow of information, knowledge and expertise between them and staff, and has a positive impact on children's learning. Parents speak highly of the activities provided and of the progress their children are making in their development.

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

Children are happy, confident and settled in the nursery. A key person system is in place which helps children to become familiar with the nursery and to feel safe and confident

within it. Children's emotional well-being is supported due to their individual needs being met and their feelings respected. Staff gather high quality information from parents when their children first start attending to ensure staff are fully aware of children's care needs, likes and dislikes. This helps to ease the transition between home and nursery. Care is taken to ensure that children are well prepared when they are ready to move into a different room. They go on visits so they become familiar with their new surroundings and the new staff who will be caring for them. This ensures the children's move is as smooth and trouble free as possible. Children make friends and get on with their peers. This helps them to feel positive about themselves and others. Behaviour is very good throughout all rooms. Staff encourage children to respect each other, consequently, children are beginning to learn about the impact of their words and actions on themselves and others.

Children develop an understanding and appreciation of how to stay safe, they discuss before lunch the need to tidy items from the floor to stop accidents and trips. They understand the importance of safety as they use the climbing frame outside. For example, they are aware of the need for staff supervision and staff before using it.

Good provision is made for meals and snacks and children are well nourished. Food is organic, varied and plentiful and cooked freshly. Children's physical well-being is effectively promoted. Good standards of cleanliness are maintained throughout all areas to help prevent the spread of infection. Staff follow good hygiene routines and help children to learn about the importance of these. Children in the pre-school room know about hand washing and germs and are quick to alert staff when they think their peers may not have followed the routine before snack. Staff in the baby room follow children's own routines for sleep and rest. Children have daily opportunities to play outdoors and benefit from the fresh air. Staff caring for the older children are particularly good at promoting outdoor play, they ensure children are appropriately dressed and take every opportunity to get children outdoors to explore and play in the garden area.

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

The leadership team have a good understanding of their responsibilities for meeting both the safeguarding and welfare requirements and the learning and development requirements of the Early Years Foundation Stage. The manager successfully monitors the planning and delivery of the educational programmes by meeting with staff in each room and by conducting practice observations. Appraisal sessions are undertaken with staff to help improve practice and to increase confidence. Staff are motivated and keen to develop the provision. They are encouraged by the management team to attend training to develop their knowledge and understanding and inspection of training files confirms this commitment by staff. Good attention is paid to self-evaluation and promoting continuous development. Parents and staff are involved in this process to ensure that their views are considered when planning future improvements, and any issues highlighted by parents are addressed. The manager also reflects on the setting's practice to identify priorities for improvement and has clear action plans in place to support this. She works closely with the local authority and engages well in their quality improvement programme. This shows

the nursery has a good capacity to sustain improvement.

Children are well protected through clear safeguarding procedures. All staff complete child protection training and have a good understanding of their responsibilities in this area. The premises are secure and children are well supervised. Risk assessments and daily checks of the premises and resources effectively reduce the chance of accidental injury. Company recruitment, employment and induction procedures are in place and implemented well to protect children. Policies and procedures, such as the complaints procedure, underpin the effective working of the nursery.

The nursery works well in partnership with parents to promote children's welfare and learning. Parents speak highly of the staff and express their high satisfaction with the service provided. They comment positively about the nursery, particularly about the progress their children make, and the friendliness of the staff. Newsletters, daily diary sheets, and verbal exchanges make sure parents are kept up to date with their child's care and learning. Policies and procedures are readily available. The nursery endeavours to build partnerships with other providers of the Early Years Foundation Stage where children receive care and education in more than one setting. They fully recognise where they have been successful in this and where this needs to be improved and are taking steps to further develop these links.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY345639
Local authority	Durham
Inspection number	911165
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	85
Number of children on roll	150
Name of provider	Eden Garden Nursery Ltd
Date of previous inspection	11/01/2012
Telephone number	0191 4111488

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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, which are usually the childminder's 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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