

# House of Eden

Surestart Building, Stephenson Way, Newton Aycliffe, County Durham, DL5 7DD

<b>Inspection date</b>	10/07/2013
Previous inspection date	24/02/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The quality of teaching is consistently good and occasionally outstanding. As a result, children make good progress in their learning and development and develop a broad range of knowledge and skills which supports their readiness for the next stage in their learning.
- Children develop exceptional mathematical skills for their age. This is because staff make excellent use of everyday play-based activities to encourage early counting.
- The acting manager and staff create a warm and welcoming environment where children settle, enjoy themselves and develop close relationships with their peers and adults working with them.
- Children are supported in their learning at home as very good partnerships are in place to involve parents in their child's learning and development.

### It is not yet outstanding because

- There is scope to extend opportunities for the youngest children to develop their investigation and exploration skills by providing a broader range of activities in the outdoor environment.
- There is room to strengthen partnerships with other settings children attend so that there is an increased sharing of information about children's learning and a more consistent and complementary approach to the support they receive.

## 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 carried out a tour of the nursery.
- The inspector observed play and learning activities and spoke to children and staff in the indoor and outdoor environments.
- The inspector carried out a joint observation with the acting manager.
- The inspector carried out a meeting with the acting manager and looked at and discussed a range of policies, procedures and documentation.

## Inspector

Nicola Jones

## Full Report

### Information about the setting

House of Eden Nursery was registered in 2010 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is located within the Sure Start building in Newton Aycliffe, County Durham. It is managed by a private provider. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, three members of staff hold higher qualifications. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 46 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- consolidate learning for the youngest children by providing opportunities for them to further develop their investigation and exploration skills in the outdoor environment
- reflect on and develop ways to strengthen the relationship with other settings children attend so that there is a more effective method for sharing knowledge and understanding about children's learning and development.

## Inspection judgements

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

Staff have good knowledge of the Statutory framework for the Early Years Foundation Stage and have implemented recent changes into their practice. For example, assessment information is linked to the characteristics of effective learning. All staff consider the individual needs, interests, and stage of development of each child in their care, and use this information to plan challenging and enjoyable experiences. As a result, children develop a good range of skills and are well prepared for the next stage in their learning. This is echoed by the views of parents spoken to during the inspection who speak highly of the quality of activities and opportunities provided to support their child's learning and development. Each area of learning is implemented through planned, purposeful play and

through a mix of adult-led and child-initiated activity. Staff sit alongside children as they play and encourage them to try new activities. For example, when they mix real foods together in the role play kitchen, staff support their communication and language skills well.

The quality of teaching is good and occasionally outstanding. Staff have a very good understanding of how to promote the learning and development of young children and, as a result, they make good progress overall. Children's mathematical skills are significantly enhanced when staff support them to use numbers as they play. They make excellent use of outdoor activities, such as, encouraging children to count before they jump off a small tower of wooden blocks. As a result, children show exceptional skills for their age when they recite numbers in order to 10. Staff use descriptive words like 'heavy' and 'full' in everyday play situations. For example, when children fill the kettle in the role-play kitchen with water, staff ask 'Is it full?' and 'Is it heavy?' This enables children to begin to use mathematical language and encourages them to compare the weight of different containers.

Older children are provided with a wide range of opportunities and experiences to develop their physical, exploration and investigation skills in the indoor and outdoor environments. They thoroughly enjoy playing in their 'mud kitchen' and use simple tools, such as spades, to mix and stir. They play co-operatively, take turns and carefully scoop their mud mixture onto the wooden blocks to build a wall. This significantly enhances their social skills and develops their understanding of working harmoniously as part of a group. Problem solving is promoted well and children are encouraged to explore real-life situations. For example, children talk confidently and offer solutions to help staff who get 'stuck in the mud'. Opportunities for younger children to develop discovery and investigation skills are developed well in the indoor environment. They enjoy exploring the texture of custard with their hands and feet and make marks using their fingers and wooden spatulas. However, staff place less emphasis and do not always provide as broad a range of experiences to further these skills for the youngest children in the outdoor environment.

Staff have high expectations of all children as they complete a range of good quality assessments. They demonstrate strong knowledge of all children's individual strengths and weaknesses and this is tracked over time to demonstrate progress. Individual learning journal files and summaries of learning are completed for all children. Parents have access to this information, which keeps them informed of their child's progress and they are actively encouraged to share information about their child's learning at home. For example, parents regularly share photographs and descriptions of activities and experiences children have engaged in. This means there is shared knowledge about children and a complete picture of children's learning and development is obtained. Children with special educational needs and/or disabilities are equally well supported in the nursery. This is because staff work very well with other professionals working directly with the child. For example, good use is made of information from portage staff working in the adjoining children's centre to inform planning for individual children's needs. All practitioners and parents review and reflect upon children's development. This shared knowledge and understanding is used to plan together and think through ideas of how to move the child forward. Staff make good use of advice from external agencies, such as speech and language therapy services and use this effectively to address individual needs.

As a result, children with additional needs are progressing well towards the early learning goals, given their starting points.

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

A stimulating, well-resourced and welcoming environment is provided which supports children's all-round development and emotional well-being. An effective key person system is in place which enables all children to form appropriate bonds and make secure attachments. As a result, children are happy and enjoy the time they spend in nursery. Effective settling-in arrangements are in place and both children and parents are well prepared when children make the move from home into nursery. A wealth of good quality information is shared between parents and staff to ensure individual routines and needs are well met. For example, information regarding likes and dislikes, food allergies, comforters, sleep routines and family members is obtained. Children are well supported when they move from one room to another in the nursery. They make visits with their key person and staff complete good quality documentation to ensure continuity in children's learning and development and welfare needs. Children are equally well supported when they leave the nursery. Relationships with local schools are good and a number of measures are in place when children transfer to the next stage in their learning. For example, staff contact local schools and arrange visits to familiarise children with their new teachers and surroundings. They talk to children and read stories about starting school which helps to ease the transition process.

Staff encourage children to be independent learners. They are able to find and return toys and resources they need and know how to access equipment to suit their own needs. For example, children use water from a hose pipe to clean their wellington boots after playing in the mud. They manage their own hygiene and staff acknowledge and encourage their efforts to manage their personal needs. They support parents with issues, such as potty training, to ensure a joint approach is maintained. Independence is further developed when children pour their own drinks at meal and snack times. Staff ensure children's safety without stopping reasonable risk-taking. They watch closely when children build a tower with large wooden blocks and climb on top. They demonstrate an awareness of safety when they look around to see if it is safe to jump from the top.

Staff are good role models and behaviour expected of children is modelled by them. As a result, behaviour in the nursery is good and minor disagreements are sensitively managed. Children are well mannered and polite. They use phrases, such as 'Excuse me, please can I have this chair?' when they play in the outdoor environment. Frequent verbal praise also promotes children's self-esteem and confidence. Throughout the nursery, relationships between both staff and children are good. This promotes a relaxed and happy environment which enables children to feel cherished and secure.

Children's health and well-being is promoted well in the outdoor area where daily opportunities are provided for children to explore, use their senses, and be physically active and exuberant. Staff show great enthusiasm and encourage children to enjoy energetic play by organising songs and action rhymes. Wellington boots are provided and

children show great excitement about being outdoors in all weathers. There are plans for the future development of this area which aim to further promote children's learning and development. Children are offered healthy meals and snacks each day and drinking water and milk is available to them. Children talk about foods that are good for them which supports their understanding of a healthy lifestyle.

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

The acting manager maintains a good overview of the curriculum and monitors educational programmes to ensure children are helped to make progress in all areas of learning. She has secure knowledge of the Statutory framework for the Early Years Foundation Stage and uses this well to support the staff team. As a result, staff are motivated, enthusiastic and clearly enjoy working in the nursery. Performance management is well managed and staff training needs are identified through supervision and appraisal. Effective induction arrangements are in place. This ensures all staff, including students are fully aware of their roles and responsibilities and are suitable to work with children. Planning and assessment systems are monitored effectively and the acting manager spends time in the nursery rooms gaining first-hand knowledge about what is working well and address issues raised. Documentation for tracking children's progress is in place. This information accurately identifies children who are working below expected levels of development in the prime and specific areas of learning. Consequently, appropriate interventions are secured and children receive the support they need. There are plans to develop an electronic progress tracking system with the aim of further enhancing the acting managers understanding of children's skills and abilities.

Partnerships with parents and Newton Aycliffe Children's Centre are well established and make a strong contribution to meeting children's needs. Parents spoken to on the day of inspection make comments, such as 'Fantastic nursery, I am really happy with the way my child is progressing'. Information received from the children's centre is well used. This ensures children and families get the help and support they need to address their individual needs and circumstances. Managers and staff have been proactive in their approach to sharing information with other settings children attend. However, there is room to strengthen these partnerships so that there is a more effective shared knowledge about children that will support continuity in their learning and achievements.

The managers and staff team fully understand their responsibility in safeguarding children and have effective policies and procedures in place to ensure children are kept safe at all times. All staff know and understand procedures to follow should they have any concerns and know who to contact if managers are unavailable. Effective measures are in place to record routine practices such as, nappy changes, and this information is shared on a daily basis with parents. There are clear procedures in place for the use of cameras and mobile phones. Permission is obtained from parents for the staff to take photographs of children and effective measures are in place to ensure images are stored confidentially and used only for professional purposes. There are first aid boxes in all nursery rooms, which are accessible at all times with appropriate content for use with children.

Self-evaluation takes into account the views of staff, children and parents. Views are sought through regular meetings with staff, ongoing discussions with children during group time and opportunities for parents to talk openly to staff or complete written questionnaires. For example, following a request from parents, staff distribute 'Song of the fortnight' to support children's early literacy development. The acting manager has a strong drive to improve the nursery and has a clear and successful improvement plan that supports children's achievement over time. For example, there are plans to extend the 'mud kitchen' in the outdoor environment which aim to further promote children's all-round development. The acting manager and staff work well with the local authority which enhances all aspects of the self-evaluation process.

### **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 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

<b>Unique reference number</b>	EY410991
<b>Local authority</b>	Durham
<b>Inspection number</b>	879700
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	29
<b>Number of children on roll</b>	46
<b>Name of provider</b>	House of Eden Limited
<b>Date of previous inspection</b>	24/02/2011
<b>Telephone number</b>	01325 315 623

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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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Piccadilly Gate  
Store St  
Manchester  
M1 2WD

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