

# House of Eden @ Fishburn Children's Centre



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

## Inspection date

1 February 2016

## Previous inspection date

11 February 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Significant improvements have been made since the last inspection. Staff effectively respond to children's needs and interests, enhancing their spontaneous play. This has had a positive impact on the progress children make.
- Older children show readiness for school. They begin to develop socially, and staff use every opportunity to teach them basic literacy and numeracy skills.
- Staff have sensitive, caring relationships with children. They show genuine care for their well-being. Children demonstrate they feel safe and secure.
- Staff help children to understand how to live a healthy lifestyle. They teach them about the effect of exercise and how to follow good hygiene practices.
- Leaders and managers are inspirational to staff. They have an excellent understanding of the Early Years Foundation Stage and very high expectations.
- Leaders, managers and staff have built up highly effective relationships with other professionals who are involved with children. They actively promote partnership working and continuity for children.

### It is not yet outstanding because:

- Staff do not always use information from assessments effectively enough to provide every child with highly challenging, planned activities that focus on their individual next steps.
- Staff do not gather enough detailed information from parents about children's development when they first join the setting. This means that children's prior learning does not form part of their starting point assessments.

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

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

- use information from assessments even more effectively to focus more precisely on the next steps for children's learning, in order for them to be highly challenged and accelerate their progress
- gather even more detailed information about children's prior learning and achievements when they first join the setting, to contribute to initial assessments.

### **Inspection activities**

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager and area manager.
- The inspector held a meeting with the nursery manager, area manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

### **Inspector**

Michelle Lorains

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and managers monitor the impact of staff teaching effectively. Staff are well supported and attend a range of training to develop their skills to work with children. For example, staff have recently attended speech and language training. This has had a positive impact on supporting children's communication and language. The manager gathers feedback from parents, other professionals and staff to improve and maintain the highest standards of care and learning for children. The arrangements for safeguarding are effective. Lead staff members have attended training to increase their awareness of how to keep children safe. They are confident to record and report concerns about children's welfare.

### Quality of teaching, learning and assessment is good

Staff are enthusiastic, energetic and motivate children. They are well qualified and use their knowledge well to skilfully extend children's self-chosen play and interact purposefully with them. Children make good progress across the seven areas of learning. Staff promote children's physical, social and emotional development well. One example of this is when staff praise babies for their efforts to stand alone. This helps them to persevere and keep trying. Older children show readiness for school. They begin to develop socially, and staff use every opportunity to teach them basic literacy and numeracy skills. Staff have high expectations of children and regularly observe their play and assess the progress they make. This helps them to prepare activities which children are interested in. Parents are supported to extend children's learning at home and there are effective partnerships in place with other settings children attend, such as school. This promotes continuity of learning and enables staff to share information about children's development effectively.

### Personal development, behaviour and welfare are good

Staff are very good role models for children and consistently praise them for positive behaviour. Children learn how to manage their feelings and how to keep themselves safe. They are beginning to show kindness, care and concern for each other. Staff encourage children to be independent. One of the ways they do this is by asking children to help with preparing snack. Children thoroughly enjoy the responsibility of setting the table and serving others. This helps them to develop confidence, social skills and high self-esteem. Babies have secure attachments to key members of staff. They demonstrate they feel safe and have complete trust in them. There are effective procedures in place to help children settle. This helps staff meet children's care needs effectively and ensure established routines are followed in consultation with parents. Resources are accessible and environments are stimulating for children. This helps them to make choices about their learning.

### Outcomes for children are good

Children are eager to join in with activities and are active learners. They are working within the stages of development typical for their age and some are working above this. Gaps in learning are closing rapidly and children with additional needs are well supported.

## Setting details

<b>Unique reference number</b>	EY381197
<b>Local authority</b>	Durham
<b>Inspection number</b>	1027878
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	68
<b>Number of children on roll</b>	73
<b>Name of provider</b>	House of Eden Limited
<b>Date of previous inspection</b>	11 February 2013
<b>Telephone number</b>	01740620683

House of Eden @ Fishburn Children's Centre was registered in 2008. The nursery employs 10 members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with Early Years Professional status and Qualified Teacher Status. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-year-old children. Children with special educational needs attend the nursery.

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