

# House of Eden

Pioneering Care Partnership, Pioneering Care Centre, Carers Way, NEWTON  
AYCLIFFE, County Durham, DL5 4SF



<b>Inspection date</b>	12 September 2016
Previous inspection date	28 January 2013

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

- Staff fully understand how young babies and children learn. They effectively build on their interests and enthusiasm for learning. Children's development is regularly assessed by staff, who provide a variety of interesting activities for children.
- Children make good progress from when they start at the nursery. Their progress is carefully tracked to identify any gaps in their achievements. Any children requiring additional support are promptly identified and effectively supported.
- Children are very happy and well settled. The highly effective key-person system takes account of children's preferences. This helps to ensure that their emotional well-being is effectively nurtured.
- Staff work closely with parents to support children's learning and development. Parents share information about children's achievements at home. They regularly borrow resources, such as books, from the nursery to support their child's learning at home.
- Partnership working with professionals and other providers are very strong. Information about children's care and learning is shared in great detail. This helps to promote a continuous approach to children's learning and care.

### It is not yet outstanding because:

- Occasionally, staff do not provide sufficient differentiation within activities to meet the needs of all the children in the group.
- The organisation of some group times means that older children are not always able to concentrate.

## What the setting needs to do to improve further

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

- develop the range of teaching strategies used during activities to provide more differentiation to meet the individual needs of children
- organise group times to provide older children with more opportunity to concentrate without distractions.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the area manager.
- The inspector held a meeting with the nursery manager and area manager. 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 some parents during the inspection and took account of their views.

### Inspector

Eileen Grimes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team has clear procedures to safeguard children in place that all staff fully understand. They recognise their responsibility to protect children from harm and know what action to take if they have a concern about a child or adult. All staff are well qualified and they continue to update their training to improve their knowledge. Staff have one-to-one supervision meetings with the manager and regular team meetings. These help to ensure that staff continue to understand their roles and responsibilities. Systems for self-evaluation are good. The management team knows exactly what action needs to be taken to make sustained improvements to the setting.

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

Children's learning and development are promoted well. The range of activities and resources helps children remain engaged and focused on what they are doing for periods of time. Staff gather information about what children already know and make accurate observations and assessments. They use these to plan for the next steps in their learning. Staff demonstrate good interactions with children which help to support children's communication and language skills. They engage positively in children's play and activities, consistently enhancing children's learning opportunities. Staff interactions with children in the baby room support their language development. For example, staff repeat simple phrases and words which help children to develop clear patterns of speech. Staff manage the move on to school well. They liaise effectively with parents and the school teachers to encourage a continued approach to children's ongoing learning.

### Personal development, behaviour and welfare are good

Children settle well and build positive, affectionate relationships with the adults who care for them. Children behave well. Staff are deployed well throughout the nursery and they are positive role models and reinforce good manners and they encourage children to take turns and listen to each other. Children receive a healthy and nutritious diet. Staff talk to children about the importance of healthy food and exercise. They have free access to the outdoor areas, where they learn to take controlled risks on the equipment. Staff provide a range of activities that helps children learn about the similarities and differences between themselves and others. For example, a recent visit to a residential home to celebrate Christmas helped children learn about the people living in the local community.

### Outcomes for children are good

All children make good progress in all areas of development from their starting points. This includes children who benefit from funded education and those who have special educational needs or disability. Children are enthusiastic and develop confidence in their own abilities. They learn to manage their own care needs and enjoy the responsibility of small tasks. Older children are developing key skills in literacy. For example, they can identify their own names and have an enthusiasm for books and reading. Children are successfully acquiring the key skills they need to move on to the next stage of their learning or school.

## Setting details

<b>Unique reference number</b>	EY427246
<b>Local authority</b>	Durham
<b>Inspection number</b>	1065687
<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>	83
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	House of Eden Limited
<b>Registered person unique reference number</b>	RP907616
<b>Date of previous inspection</b>	28 January 2013
<b>Telephone number</b>	01325329931

House of Eden was registered in 2011. The nursery employs 21 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above including one with 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-, three- and four-year-old children.

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