

Inspection of House of Eden

Aycliffe Village Primary School, North Terrace, Aycliffe, Newton Aycliffe, County Durham DL5 6LG

Inspection date: 14 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children feel very welcome, safe and happy in this stimulating nursery environment. Parents are complimentary of the setting and many return to the nursery with younger siblings. They describe the setting as 'homely' and feel that they are listened to by the caring and attentive staff. The key-person system is effective. Staff gather vital initial information from parents about their children's abilities when they start at the setting. This enables staff to plan activities based on what children know and can do. Staff take time to settle young children into the setting. They provide reassurance to new children on their first day at the setting. This helps to support children's emotional well-being. Staff have high expectations of what children can achieve. They provide children with an array of activities. Children excitedly watch what happens when they mix different-coloured paint. They enjoy guessing which colours they are going to make. Children access plenty of fresh air and physical exercise. They have regular opportunities to access football coaching and swimming lessons. Children have fun in the spacious garden climbing on crates and digging for treasure in the mud. They take managed risks under the supervision of staff. They climb trees, balance on tyres and jump through hoops. Indoors, children use their small-muscle skills to thread shapes onto shoelaces and use small pegs to hang their pictures.

What does the early years setting do well and what does it need to do better?

- The quality of teaching across the setting is good. Staff are highly qualified and have a good knowledge of children's individual needs. They make regular observations and assessments of what the children know and can do as they play. Staff provide children with a range of activities and experiences which support them to make good progress. The learning environment and activities provided offer some opportunities for children to develop their early mathematical skills. For example, children measure each other and compare their height. However, staff do not always use opportunities to extend children's understanding of numbers and positional language during routines and independent play.
- Children are developing their literacy skills. They relish listening to familiar stories with staff. Children also enjoy looking at factual books and know that information can be retrieved from them. They enjoy practising their early writing skills. For example, children have great fun as they make marks with pens and pencils. They practise writing their name as they copy letters from their name cards. Children's communication skills are developing well. Staff describe what children are doing as they play and use effective questioning skills. Furthermore, staff introduce new words, such as 'arctic fox', 'walrus' and 'sea lion'. This helps to extend children's vocabulary even further.
- The manager has an excellent knowledge of her role and individual

responsibilities. She is well supported by her extended leadership team. Together they have a good understanding of the strengths and weaknesses of the setting and strive for continuous improvement. The manager provides staff with professional development opportunities and carries out regular staff supervisions. However, she recognises that the supervisions could be more focused to provide staff with specific points for development, in order to improve their teaching skills to an even higher level.

- Partnerships with parents are strong. Staff utilise the information gathered initially from parents about what children can do, to plan effectively from the very beginning. They share information with parents to help them to understand how children's learning can be further supported at home. For instance, children relish homework tasks such as drawing their favourite arctic animals.
- Staff support children to develop good levels of independence. Children serve themselves during snack time and pour their own drinks. They self-register using their own pictures and put on their coats and wellingtons. Older children develop good skills in their own personal care needs.
- Children have good attitudes to learning. They are curious, inquisitive and keen to take part in all activities. They show high levels of cooperation and respect for one another as they take turns and share equipment. Children's behaviour is good. Even the youngest children use 'please' and 'thank you'. Children enjoy positive praise and encouragement from staff.

Safeguarding

The arrangements for safeguarding are effective.

The manager and extended leadership team have a good understanding of their role in protecting children. They are confident of procedures to follow in the event an allegation is made against a member of staff. All staff are knowledgeable about safeguarding legislation. They have a good knowledge of how to report concerns about children's welfare. Staff also demonstrate a good knowledge of wider safeguarding issues. The manager and staff complete robust risk assessments to minimise any possible risks both indoors and in the garden. Furthermore, staff carry out risk assessments for all outings. This helps to keep children safe.

What does the setting need to do to improve?

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

- develop further opportunities for children to use numbers and positional language in everyday activities to enhance their understanding of mathematical concepts
- extend supervision sessions to reflect even more on the quality of practice, in order to raise the quality of teaching even further.

Setting details

Unique reference number	EY301405
Local authority	Durham
Inspection number	10131575
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	2 to 11
Total number of places	45
Number of children on roll	73
Name of registered person	House of Eden Limited
Registered person unique reference number	RP907616
Telephone number	01325 313513
Date of previous inspection	13 August 2015

Information about this early years setting

House of Eden registered in 2005. The setting employs five staff who all hold relevant qualifications at level 3 or above, including one with early years professional status and three who hold level 5 qualifications. The setting is open each weekday from 7.30am until 6pm, for 51 weeks of the year. The provider receives funding to provide free early education for children aged two, three and four years. The setting also provides before- and after-school care for school-age children.

Information about this inspection

Inspector

Julie Campbell

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 learning walk with the manager.
- A meeting was held with the manager and the nominated individual. During this meeting, discussions were held about the development of the nursery, and the inspector checked evidence of the qualifications and suitability of staff.
- The inspector spoke to parents during the inspection and took account of their views.
- The manager and the inspector observed an activity and evaluated the quality of education.

We carried out this inspection 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.

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