

Inspection of House of Eden

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

Inspection date: 17 March 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by their key persons, when they arrive at this nursery. They settle quickly and are soon playing with favourite activities. Staff plan children's learning based around their interests and experiences from home. For example, when children receive a postcard from London, staff plan exciting opportunities for them to be creative. They delight in using junk modelling boxes, glue and paints to create their own version of 'Big Ben'.

Staff provide many opportunities to promote children's physical development. Babies climb up steps safely and enjoy sliding down the other side. Pre-school children hop, run and jump in the garden area. Staff have high expectations for all children. There is a calm atmosphere within the setting. Children's behaviour is good. They learn how to respect and understand the needs of others. Children develop strong relationships with staff and their friends.

Leaders recognise the impact that the COVID-19 pandemic has had on children's learning and development, specifically their speech and language. They provide an environment with communication friendly areas. Babies learn new words, such as 'lion', as they snuggle up to read a book with their key person. Children in the pre-school room enjoy spending time together in the role-play doctor's surgery. They learn new words, such as 'thermometer' and 'bandage'. Staff provide a commentary as children play and engage in conversations with them.

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

- Staff provide children with a good quality education. They sequence children's learning as they play. For example, staff provide opportunities to build on children's small- and large-muscle skills, which they need for early writing. Young children enthusiastically use small brushes to paint on a table top. They handle large paintbrushes and water with good control to paint on the outdoor playhouse.
- Younger children thoroughly enjoy investigating and experimenting. Children explore what happens as they pour vinegar into a bottle of bicarbonate of soda. They are fascinated as they watch the reaction as it turns to 'lava from a volcano'. This helps to promote children's understanding of the world.
- Staff support children to understand similarities and differences. They display photos of children's families around the rooms. Staff talk to children about the special people in their lives. Babies point to family photos, and recognise themselves and others. Children's individual cultures are reflected in planned activities. This helps them learn about what makes them unique.
- Children use their imaginations well. They become deeply involved in their play. For example, older children enjoy using large material to create 'prince' and

'princess' cloaks as they build their own castle at the top of the hill. They serve their friends pretend 'soup' on trays in the castle. Staff encourage children to use mathematical language, such as 'large' and 'small', to describe the size of bowls they choose.

- Partnerships with parents are good. Parents speak very highly of staff. Two-way information about children's care and learning is shared. Parents are very happy with the service that staff provide.
- Some children develop their independence in a range of ways. For example, older children pour their own drinks at lunchtime. Children complete tasks such as washing their hands independently. However, at times, staff do not consistently extend children's independence. For example, they do not teach children how to use cutlery appropriately at mealtimes. This means that some children lack the skills which they need to prepare them for the next stage of their learning.
- Staff support children with special educational needs and/or disabilities (SEND) exceptionally well. Children with SEND make very good progress. Staff have clear plans for what they want children to achieve. They work well with other professionals to ensure that they provide children with clear and targeted support.
- Leaders and managers encourage reflective practice. Staff comment that they feel well supported by the management team. However, the procedures for mentoring staff are not always targeted precisely enough. This means that staff do not consistently develop their teaching skills to the highest levels.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge and understanding of their safeguarding roles and responsibilities. They know the signs and symptoms that might indicate a child is at risk of abuse or neglect. Staff attend training to ensure that their knowledge of safeguarding policies and procedures is up to date. The leadership team has set clear procedures to report child protection concerns. All staff are aware of who to contact if they have concerns about a child or a member of staff. New staff complete suitability checks at the start of their employment and complete relevant training, including safeguarding. Staff with first-aid qualifications are deployed effectively.

What does the setting need to do to improve?

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

- help children to extend their self-care skills to develop their future life skills
- embed the procedures for coaching, mentoring and supporting staff, so that they are able to enhance their practice even further.

Setting details

Unique reference number	EY427246
Local authority	Durham
Inspection number	10217934
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 at time of inspection	0 to 4
Total number of places	83
Number of children on roll	90
Name of registered person	House of Eden Limited
Registered person unique reference number	RP907616
Telephone number	01325329931
Date of previous inspection	12 September 2016

Information about this early years setting

House of Eden registered in 2011 and is located in Newton Aycliffe, County Durham. The nursery employs 18 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above, including two with qualified teacher status. The nursery opens all year round from 7.30am until 6pm, Monday to Friday. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Claire Crumpton

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager, assistant manager and the inspector completed a learning walk together and discussed the curriculum.
- During a joint observation, the manager and the inspector evaluated the quality of education together.
- The inspector observed the quality of education and assessed the impact this has on children's learning.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff, safeguarding and paediatric first aid.
- The views of parents were considered by the inspector, through verbal discussions and emails.

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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