

Inspection of House of Eden

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

Inspection date: 24 May 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 happy, settled and secure at this friendly and welcoming setting. They benefit from a wide range of interesting and challenging activities and experiences that cover all areas of learning. There is a strong focus on nature and caring for the natural world. For example, children grow beans in pots and learn about the life cycle of frogs. They hunt for their favourite insects with magnifying glasses in the enclosed garden. Children learn about the wider world beyond their own. For example, they learn about life on a farm and make flags and crowns to help mark the Queen's Jubilee.

Children's behaviour is good. Staff provide strong support to help them explore and manage their feelings and emotions. For example, staff encourage children to talk about their feelings with others at group time. Children paint faces that are happy or sad with water and brushes during outdoor play to show how they feel. They are growing in confidence and independence. Staff encourage children to independently put on their coats and wash their hands. They invite them to be helpers and take part in daily tasks, such as tidying up and clearing away plates at mealtimes. Children find their own photos and names during registration. These secure daily routines help them to feel a sense of belonging.

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

- Relationships between staff and children are caring and fun. Staff recognise what children already know, can do and understand. They use this information well, overall, to help plan exciting experiences and activities to embed and extend children's learning further.
- Staff are good role models. They encourage children to be respectful and use good manners. Staff ask and value children's opinions and follow their lead in play. For example, children choose what colour paints to use as part of an activity to make dough.
- Support for children's personal, social and emotional development is good. Staff let children know what is going to happen next in the daily routine. This helps children feel settled and secure. For example, staff use photos to show children what activity is coming next. Staff encourage the children's efforts and praise their achievements. This helps raise their confidence and self-esteem.
- There is strong support for children's developing language and communication skills. Staff ask detailed questions and leave plenty of time for children to respond. Children sing songs and number rhymes and listen to their favourite stories. The manager uses additional funding the setting receives to train staff to effectively support children's communication and language needs.
- Children have access to fresh air and exercise daily. Staff plan well for children's developing physical skills. Children stretch, climb and slide on outdoor

equipment. They develop balance and spatial awareness through group games and exercises. Children develop strength and coordination as they build sandcastles and pat, squash and roll dough.

- Mathematics is woven well through activities throughout the day. Children learn about quantities through baking activities. They measure themselves against a height chart and count the cakes they have made out of dough. Children count how many cardboard boxes they can balance on top of each other in the garden. They giggle with delight when the towers they have made fall down.
- Support for children with special educational needs and/or disabilities is particularly successful. Staff attend relevant training and plan stimulating and focused activities to support children's learning and development. They work in partnership with health professionals, such as speech and language therapists, to help provide consistent support for children.
- Overall, partnerships with parents are strong and feedback from them is good. Staff provide ideas for games parents can play with their children at home. Parents are invited to use the setting's library to borrow books to take home and read with their children. There is scope, however, for staff to gather more detailed information about children's home experiences, to help them plan support more precisely.
- Staff gather parents' views and reflect upon experiences for children. The new manager uses this information to plan continuous improvements at the setting. She supports her staff team well. Together they evaluate and discuss the effectiveness of the curriculum and children's progress. She values their views and feedback.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good knowledge and understanding of how to keep children safe. Staff have completed relevant safeguarding training, including training on wider aspects of safeguarding. The setting's safeguarding policy is clear and comprehensive. Staff know what might give them concern about a child and the process to follow to help keep them safe. Staff have a good general awareness of how to keep children safe and healthy on a daily basis. For example, they teach children through imaginary play about the dangers of hot drinks. Staff gently remind children to cover their mouths when they cough.

What does the setting need to do to improve?

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

- gather more detailed information from parents about children's experiences at home to help plan more precise support for children's learning and well-being.

Setting details

Unique reference number	EY410991
Local authority	Durham
Inspection number	10229349
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	2 to 4
Total number of places	32
Number of children on roll	52
Name of registered person	Corecare N/A Ltd
Registered person unique reference number	RP535399
Telephone number	01325 315 623
Date of previous inspection	4 January 2017

Information about this early years setting

House of Eden in Newton Aycliffe registered in 2010. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3, and three members of staff hold higher qualifications and early years professional status. The nursery opens Monday to Friday, term time only. Sessions are from 8.45am until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julie Foers

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 discussed with the inspector how the setting organises and plans the curriculum and experiences for children. The inspector viewed the inside and outside space used by the setting.
- The inspector observed the quality of education during activities and assessed the impact this is having on children's learning. The manager and the inspector evaluated an activity together.
- The inspector looked at a sample of the setting's documents. This included evidence of training and suitability of staff.
- The inspector held discussions with the manager and staff. She spoke to parents to gather their views on the setting.

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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