

Inspection of Eden Garden Nursery

Eden Garden Nursery, Ouston Lane, Ouston, CHESTER LE STREET, County Durham
DH2 1QX

Inspection date: 31 October 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 enjoy their time at the nursery and have fun. They are confident and settle well. Staff are consistently calm and kind. They are respectful and positive role models. Children form strong bonds with staff. They delight in sharing their thoughts and ideas with staff as they play. Babies reach out happily for cuddles and smile at staff readily. Children behave well and use good manners, such as saying 'please' and 'thank you'. Older children form firm friendships and younger children play happily alongside each other.

Children join in eagerly with a wide variety of activities in the playrooms and follow routines well. They explore materials, using all of their senses. For instance, young children make marks in slime made from cornflour and water. They investigate what happens when they add more water to the mix. Overall, staff support children's learning and development effectively. Children gain a range of skills in preparation for their future learning. For example, they serve their own food at lunchtime and use cutlery to eat their meals. Young children confidently sip drinks from open cups. Staff promote independence in self-care and encourage children to make choices and lead their own learning. They celebrate children's achievements with them and offer praise and encouragement.

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

- The manager involves staff in reflecting on what works well and what needs to improve across the areas of learning. One example of this is that they have identified ways to help children build further on their communication and language skills. For instance, in each playroom, staff consistently introduce new vocabulary during activities through the use of the 'word of the week'.
- Staff help children to develop a love of books and songs. For instance, they promote children's familiarity with stories through a shared book that is repeated regularly. Children listen to and join in with songs and rhymes throughout their routines, such as at nappy changing. This supports the development of their good early literacy skills.
- Children enjoy running, jumping, climbing and balancing in the outdoor play area. This supports their physical development. Children benefit from fresh air and exercise. They sometimes grow plants from seeds and hunt for bugs. However, there are fewer opportunities for learning experiences outside. This means that children are occasionally less engaged outdoors than they are in the playrooms.
- Relationships with parents are positive. Parents comment that they value the 'family environment' at the nursery. They say that communication with staff is good and that they feel well informed about their children's experiences at the nursery. Staff share ideas for continuing learning at home for older children.

However, this is not consistently shared across the younger age ranges to benefit all children.

- All children make good progress from their starting points, including those with special educational needs and/or disabilities. The manager and staff establish strong partnerships with some professionals, such as health visitors, to support children. They swiftly identify and address any gaps in their learning and development. However, the exchange of information with other settings that children attend is less effective in supporting children's achievements.
- Staff provide plenty of opportunities for children to practise their mathematical skills. For instance, they count during routines and activities, such as when they match a set of conkers to numbers. Children hear and learn many number rhymes that support their understanding. Staff build on these skills by encouraging children to estimate the number of objects in a small group. This helps to support the development of their early mathematical skills well.
- Leaders provide good supervision and support for staff's well-being. For instance, the manager regularly gives staff feedback about their practice. There is a targeted programme of professional development. For example, most staff have recently refreshed their knowledge of the 'Statutory framework for the early years foundation stage'. The manager has a clear and ambitious vision for the nursery, which is shared across the staff team.
- Children learn about making healthy food choices. The home-made meals provided are nutritious and inviting. Great care is taken to ensure that foods are appropriate for those children with allergies or dietary preferences. Children find out about dental care, such as when they have visits from a dentist. They follow robust hygiene procedures.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a secure understanding of their roles and responsibilities to keep children safe from harm. They understand child protection issues that may affect children in their care. When concerns arise about the welfare of any child in their care, they know what action to take. Staff use effective risk assessments to help ensure that the premises are clean, safe and secure for children's play and learning. Their knowledge is kept up to date through, for example, regular training. The manager deploys staff well to ensure that children are supervised closely and that there is always a first-aid trained member of staff readily available. The manager reviews any accidents and incidents to identify potential hazards and addresses these promptly.

What does the setting need to do to improve?

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

- support staff to widen the range of learning experiences, particularly for those children who prefer to learn outdoors
- extend the provision of home learning ideas to involve parents of children of all ages to continue their learning at home
- strengthen the exchange of information with other settings that children attend, to help support the best outcomes for all.

Setting details

Unique reference number	EY345639
Local authority	Durham
Inspection number	10229339
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	61
Number of children on roll	80
Name of registered person	Eden Garden Nursery Ltd
Registered person unique reference number	RP526694
Telephone number	0191 4111488
Date of previous inspection	1 February 2017

Information about this early years setting

Eden Garden Nursery registered in 2007 and is located in Chester-le-Street. The nursery employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3. The nursery is open from Monday to Friday, all year round, except for bank holidays and one week at Christmas. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Cathryn Clarricoates

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The manager and the inspector had a learning walk together to discuss how the curriculum is planned.
- The inspector observed the quality of education during activities, indoors and outside, and considered the impact on children's learning.
- The manager carried out a joint observation with the inspector.
- The inspector spoke with staff, children and parents at appropriate times throughout the inspection and took account of their views.
- The inspector looked at relevant documentation, including evidence of staff's suitability to work with children.

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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