

House of Eden

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

House of Eden Nursery is run by a private provider who operates a number of provisions in the north east area. It has been registered since June 2010. The nursery is located within the Sure Start building in Newton Aycliffe, County Durham. Children are cared for in age appropriate groups within the premises. There is an enclosed outdoor play area which is used by all children. The setting is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding public holidays. The setting serves children from the local community.

The setting is registered to care for a maximum of 29 children under eight years at any one time, all of whom may be in the early years age range. There are currently 22 children attending in this age group. The setting also offers care to children aged over five to 11 years. This provision is registered by Ofsted on the on the Early Years Register and compulsory and voluntary parts of the Childcare Register.

The setting employs five members of staff, including the manager. All staff members hold appropriate early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy, confident and eager to learn at this welcoming and child-friendly nursery. Staff are beginning to work well as a team and have a sound understanding of the Early Years Foundation Stage Framework. Consequently, children make suitable progress in their learning and development. Staff thoughtfully organise the indoor environment and plan a suitable range of experiences for children, however, planned experiences for the outdoor environment are still developing. Partnerships with parents and other early years practitioners ensure that children's individual needs are supported but systems for them to contribute to children's learning and development are not fully embedded. Most of the required documentation and policies are in place to promote children's welfare; however, menu planning is not fully effective. The manager and staff demonstrate a positive attitude and commitment towards self-evaluation to monitor practice and improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the existing use of ongoing observational assessment to systematically involve parents and other early years providers in contributing to children's learning and development records
- review the use of available space and resources in the outdoor environment

to extend challenge and stimulation in children's play to support all aspects of learning

- review the menu for meals to include more healthy and balanced options to promote the good health of the children
- continue to review the written policies and procedures in line with the Early Years Foundation Stage and maintain accurate records of staff attendance.

The effectiveness of leadership and management of the early years provision

There are mostly sound arrangements to safeguard children's welfare. Secure recruitment procedures ensure that the required clearance checks are carried out to ascertain the suitability of those caring for children. Staff recognise what abuse and neglect are and know what to do in the event of any concerns about a child to help protect them from abuse. They understand the need to implement the nursery's current safeguarding policy, which is readily accessible for reference, in the event of any allegation of abuse against a staff member in order to safeguard children from harm. Staffing is organised to ensure that children are fully supervised at all times, however, the record of staff attendance is not maintained at all times to fully safeguard children. A range of policies and procedures are in place to ensure the safe management of the provision. However, not all the policies have been reviewed in line with the Early Years Foundation Stage, which are particular to this setting. Risk assessments are undertaken to underpin the sensible precautions taken to maintain children's safety. Children are cared for in suitably maintained premises equipped with good quality resources. However, available space outdoors and play materials are not always organised to best effect to fully extend stimulation and challenge in children's play in order to support progression in all aspects of learning.

Children begin to recognise and respect aspects of individual and cultural diversity as they use resources, such as, Chinese utensils and play foods in simple pretend play and explore tasting Chinese food. Suitable relationships are developed with parents and carers. This means they are well informed about the provision and are able to share quality information about their children's care needs. Staff seek information from parents about children's specific care, health and dietary needs, as well as some aspects of children's initial interests and abilities. This helps them to establish an understanding of children's individuality. Informal discussion on arrival or collection, together with use of daily diaries, already enables parents and staff to share some ongoing information about children's experiences. Flexible settling-in procedures provide reassurance for parents and allow children to settle at their own pace. Links are beginning to be forged with other settings that children attend but systems for them to contribute to children's learning and development records are not fully explored. Staff adopt a range of strategies to try and encourage parental involvement, for example, by sending out a regular newsletter in relation to activity planning. However, parents are not yet actively encouraged to contribute to their children's development records to fully ensure consistency of care and learning.

Regular appraisals and staff meetings enable staff and managers to review aspects

of existing practice and to successfully implement agreed plans for future developments. For example, the nursery is in the process of obtaining new resources to improve provision for children's sensory experiences and resources to promote investigation and exploration. Regular communication between staff and the management team means that good practice and the desire to make the setting the best that they can is actively encouraged and shared. Staff members have attended a variety of relevant training courses to improve practice and experiences for children. Reflective practice is ongoing and parents are invited to express their views, both formally and informally, for example, through questionnaires and daily chats. Parents comment positively on the introduction of the daily menu board and the friendly and helpful staff.

The quality and standards of the early years provision and outcomes for children

Staff have a sound overview of the main areas of learning and recognise the value of practical play and first-hand experiences in supporting children's learning. Consequently, children are usually busy with a selection of activities which are generally suited to their stage of development and help them establish a sound basis for their future skills. Children enjoy listening to familiar stories and readily get books out for staff to read. They enjoy using an assortment of technology toys, for example, 'cause and effect' toys, cameras and the computer. They begin to gain an awareness of the natural world as they grow cress seeds. Children gain a practical awareness of shape and size as they build towers with plastic blocks or as they fill and empty different buckets with sand. They enjoy simple pretend play with small world toys, such as, play figures and vehicles, and enthusiastically experiment with banging and shaking an assortment of musical instruments to make sounds. The nursery has introduced the use of a number of different records relating to different aspects of observation, assessment and planning. 'Room Stories' documents children's interests and how these are then incorporated into individual planning for children. Staff observe children on a regular basis and thoughtfully use what they see and know to help assess each child's progress and to plan for the next steps in their learning.

Children show good levels of security and belonging within the nursery, for example, as they arrive eagerly and settle readily into activities. They are often self-reliant in simple self-care tasks, such as, spooning out a choice of food for themselves and others at lunchtime. They love to help set the table prior to meals with their individual place mats. Staff encourage children to follow appropriate hygiene routines, such as, using liquid soap and paper towels to reduce risks of cross-infection when washing their hands. Children enjoy a variety of suitable snacks, such as toast and fruit. However, menu planning at lunchtime does not always include fresh produce, such as, vegetables and protein, in order for children to have a healthy balanced diet. Drinking water and juice is also readily available to the children throughout the session, ensuring they remain hydrated. Children usually have some opportunity for outdoor physical activity and fresh air. They enjoy a variety of activities which enable them to use their dexterity, for example, as they paint at low easels, fit building blocks together or use a selection of pencils and crayons in mark-making activities. Children explore their senses as they

squeeze and scrape the liquid cornflour and watch it flow through their fingers. They have opportunities to learn about the local community, visit the local pet shop and go for walks to feed the ducks. Children use their imagination well as they have fun dressing up and using a range of small world toys.

Children behave in a manner that is supportive of their learning. They develop confidence and self-esteem as staff give regular praise, encouragement and support. Children develop an awareness of how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, staff remind children to use equipment safely and to climb safely on the wooden ramp outdoors. Children begin to know what to do in an emergency as they regularly engage in emergency evacuation procedures.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality
Grade 2 is Good: this aspect of the provision is strong
Grade 3 is Satisfactory: this aspect of the provision is sound
Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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