



The Secret Garden Private Day Nursery

Inspection report for early years provision

Unique Reference Number	EY314685
Inspection date	29 March 2006
Inspector	Kate Bryan
Setting Address	69 Musters Road, West Bridgford, Nottingham, Nottinghamshire, NG2 7PY
Telephone number	
E-mail	
Registered person	Secret Garden Childcare Ltd
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

The Secret Garden Private Day Nursery was established in 2005 and is run by a limited company. It operates from 4 rooms in a converted house in West Bridgford. It serves the local area.

There are currently 39 children from 4 months to 5 years on roll. This includes 10 funded children. Children attend for a variety of sessions. The setting currently supports children with special educational needs and can support children who speak

English as an additional language.

The group opens 5 days a week all year round. Sessions are from 08:00 until 18:00.

There are 10 staff who work with the children. At present 8 staff have early years qualifications to NVQ level 2 or 3 and 2 staff are currently working towards a recognised early years qualification. The setting receives support from the local education authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are well aware of daily routines, such as hand washing, which effectively promotes their health and development. However, staff are not using the 'Birth to three matters' framework to discuss with children why this is important which means children are not learning to be responsible for their own health effectively. Younger children receive help with hand washing whilst older children use the toilet independently and wash their hands with confidence. Babies are cared for in their own designated room with their own areas for sleeping which ensures that their routines are well met and their emotional well-being fostered.

Children have access to a good range of equipment for developing physical skills and enjoy being outside daily. Children really enjoy a range of toys such as ride on toys, a tunnel and a play house and their physical development is well promoted as they learn to ride, balance and climb.

Children have a range of nutritious meals provided by the cook who has a food hygiene qualification. Breakfast, dinner and tea are provided and children have fruit as a healthy snack option. Staff sit with children so that eating is a happy, social occasion but do not use these opportunities to talk to children about how to promote their own well-being by eating healthily.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in developmentally appropriate rooms which are bright and stimulating and contain many displays of their work. They are closely supervised and because of this their safety is well maintained. Children are also kept safe at the nursery because there are good measures in place to ensure this. Access to the nursery area is by a locked door only so that unauthorised persons cannot enter. Children's safety is consistently maintained because effective risk assessments are in place both in the nursery and for outings. These are understood by all staff members so that children are kept safe in line with health and safety requirements.

Children have easy access to a good range of developmentally appropriate resources, many of which are stored at children's height to promote independence

and choice. They are able to use child sized furniture which further contributes to their safety as they do not have to reach for a work surface. Children are well protected from the risks of fire by regular drills and all electrical equipment is tested yearly to enhance safety measures in place. Children are effectively encouraged to be mindful of their own safety by regular discussion. Children were observed to be asked to think about issues, such as running in the nursery, and the consequences of this.

An effective child protection procedure is in place which states that children's safety and well-being are the main concern of the nursery and staff are well aware of how concerns are to be reported. Staff have attended training in this area to ensure that their knowledge is current.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery and achieve well because staff are interested in providing a good quality of care and education. They are interested and engaged in their play and can make choices from a wide range of well-organised and stimulating resources which enhance their development. Babies and young children are able to explore various materials because these are easily accessible to them. Positive relationships with staff and other children develop children's confidence and self-esteem. All children can join in with the good range of activities because staff promote an inclusive environment. For example, staff use signs and symbols in everyday situations to aid communication. Good quality interactions and open questions encourage children to think further and enjoy language. Children make good progress because staff are effectively using the 'Birth to three matters' framework to plan activities, however, this is not linked to children's assessments to enable staff to ensure that children are making progress.

Very warm relationships are in place between the staff and the children which means that children can develop in a supportive environment where they receive lots of praise and acknowledgement. Children are well supplied with good quality resources which provide them with many opportunities to explore their environment and make sense of the world. Their work is displayed throughout the nursery which encourages them to feel valued and acknowledged.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are interested in the good range of activities provided which engage and promote their interest. The wide range of resources provided ensures that they are making satisfactory progress in some areas of learning and good progress in others. Children work well together and know the importance of cooperation, for example, children worked together on the computer, taking turns and asking staff for help when appropriate. They are confident and skilled speakers and enjoy talking to others, they can hold meaningful conversations with their friends and adults about a range of topics which interest them.

Children sit quietly and enjoy stories and can make selections of their favourite books. They show confidence in mark making and letter formation and are making good progress recognising their names and the letters that some words begin with. Some children are able to count confidently but this activity and simple addition and subtraction are not effectively promoted in routines such as lining up and registration. This limits children's opportunities to increase their mathematical awareness. Children show good use of imagination in activities such as painting and dressing up which allows them to explore a range of experiences. Their physical skills are suitably developed and the attractive and stimulating outdoor area is used for activities using a breadth of equipment, however, these sessions are not sufficiently structured to increase challenges for older children. Children are gaining a good understanding of the wider world by observing changes, for example, in the life cycle of tadpoles and the seasons. They are also aware of other cultures and peoples' differing needs as they celebrate festivals and events such as Red Nose Day.

High levels of adult support ensure that children receive a good balance of child initiated and adult led activities which allows them to enjoy their time at the nursery. Staff use suitable questioning to promote children's thinking and their enthusiasm and approach provide an atmosphere in which children can enjoy learning. However, they miss opportunities to extend children's thinking in areas such as mathematical development and physical development. Planning is effective in covering all areas of learning and regular observations ensure that staff are aware of children's progress. However, planning is not linked to the stepping stones which means progress is difficult to track. Assessment profiles are completed which show what the children have learned and what they need to learn next.

Helping children make a positive contribution

The provision is good.

All children are warmly welcomed into the nursery and are valued as individuals. Their needs are met well because staff work very closely with parents to ensure that they have all relevant information about their changing care needs. Children are encouraged to have positive attitudes towards each other by the provision of a good range of resources and the celebration of festivals such as Diwali. This ensures that all children develop good self-esteem and a strong sense of belonging. It also promotes children's spiritual, moral, social and cultural development.

Children are well behaved and are learning to use good manners at all times. They are aware of the need for rules to ensure that activities are successful and happily help with activities such as setting the table which helps them to feel included in the routines of the group. Children's behaviour is managed well by developmentally appropriate strategies, such as distraction and 'time out' for older children, which allows them to reflect upon their behaviour.

Children with special needs receive a good service which is supported by individual plans. They are fully included in the nursery as staff and children use signs and symbols to aid communication and make them feel valued. A comprehensive policy underpins the service and staff work closely with parents to ensure they are included

in all decisions.

The quality of the partnership with parents and carers is good.

A good partnership is in place with parents which contributes to children's well-being. Parents receive regular reports which inform them how their child is developing and progressing and allows them to share in their child's achievements. They also contribute to their child's learning at home through the use of book bags. Information is taken about individual children and parents contribute to a baseline assessment of their child so that staff can build upon their existing skills. Parents are well informed about the Foundation Stage through parents' evenings, they also receive a good range of written information about the setting and have the opportunity to comment upon this by using a suggestion box.

Organisation

The organisation is good.

Children receive a good level of care from staff who have been selected as part of a robust application procedure. This ensures that they are looked after safely by qualified and committed staff who have been vetted.

The nursery is well organised with all children receiving care in developmentally appropriate rooms, this ensures that babies sleep and play in their own room which positively fosters their emotional well-being. Indoor and outdoor space is designed to maximise play and learning opportunities for all children. All legally required documentation which contributes to children's health, safety and well-being is in place and is regularly reviewed to ensure that children's needs are well met. Staff undergo an effective induction procedure which means children receive care and education from staff who know them as individuals.

Comprehensive policies and procedures are known by all staff and training is well supported so that children benefit from skilled and qualified staff with current knowledge. Children also have the confidence to initiate their own activities because good levels of adult support provides them with many opportunities to access a range of activities.

The quality of leadership and management of the nursery education is satisfactory. The manager is a generally effective lead with a good vision about how to provide a quality service to children and parents that meets their individual needs. However the systems to monitor and evaluate the provision for nursery education are not sufficiently robust and consequently children may not progress as effectively as they could. The proprietor is committed to staff training and development and ensures that all staff have good opportunities to attend and share their learning. Regular appraisals ensure that staffs' needs are acknowledged and staff members valued. Overall, the provision meets the needs of the children who attend.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve healthy outcomes for children from birth to three by using an approach in line with the 'Birth to three matters' framework
- improve assessment for children from birth to three by using an approach in line with the 'Birth to three matters' framework.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure that planning is linked to the stepping stones and that staff take all opportunities to extend children's learning
- ensure that systems are in place to monitor and evaluate the nursery education.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk