



# The Secret Garden Day Nursery

Inspection report for early years provision

<b>Unique Reference Number</b>	EY302116
<b>Inspection date</b>	12 December 2005
<b>Inspector</b>	Melissa Tickner
<b>Setting Address</b>	C/o West Kent College of Further Education, Brook Street, Tonbridge, Kent, TN9 2PW
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<b>Registered person</b>	Asquith Court Nurseries Limited
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 satisfactory. 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?

Asquith nursery opened in 2000 and has been owned by Asquith Court Nurseries Ltd since 2005. It operates from five rooms in a single storey building and is situated in the grounds of West Kent College in Tonbridge and caters for users of the college and the general public. A maximum of 100 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30 five days a week all year round. All children share access to a secure enclosed outdoor play area.

There are currently 123 children aged from 3 months to under 5 years on roll. Of these, 27 children receive funding for nursery education. Children come from the local catchment area. The nursery supports children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs 35 staff. 18 of the staff, including the manager hold appropriate early years qualifications. 3 staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children are developing a clear understanding about keeping themselves healthy. They enjoy a range of healthy snacks mid-morning and afternoon and older children select these through a 'café system'. They choose when to eat their snack and makes choices such as raisins, banana chips and apricots. They eat healthy cooked meals at lunch time, cooked on site - such as jacket potato with a choice of healthy fillings. They drink milk or water at snack time, and are able to access water to drink at other times, independently or with supervision, depending on the age of the child. Staff are aware of catering for children with dietary requirements and the system of recording dietary needs is appropriate.

Babies physical needs are met well as they are fed, changed, and have rests as appropriate. There are procedures in place for meeting their routines and staff adopt positive practices. For example, there are safe and hygienic procedures for nappy changing and bottle warming, individual bed linen is used for babies, and their sleep and feed routines are met appropriately. Toddlers are encouraged to nap and rest after lunch and have use of individual sleep mats for this.

Children are taught about good hygiene practices and are encouraged to wash their hands regularly. This is well reinforced by staff, and as a result children understand when and why they need to wash their hands. Staff maintain a clean and hygienic environment through positive practices such as use of anti-bacterial sprays, gloves and aprons. Children use paper towels and liquid soap for hand washing and have use of clean individual bed linen and face flannels on a daily basis. These aspects help maintain children's health and avoid the spread of infection. Staff have clear systems for dealing with and recording accidents and medication, and there is a high level of first aid trained staff, ensuring that children can be cared for quickly and appropriately should an emergency arise.

Children have regular supervised access to the outdoor play area, which allows them opportunities for physical play, fresh air and use of outdoor play equipment. As a result, children are developing an understanding that physical exercise helps contribute to being healthy and funded children are able to make progress towards this area of learning.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a reasonably safe and generally welcoming environment which provides space for all areas of play, which is well utilised. This includes, for example, a large physical play area and a sensory play area. Children are offered a range of age-appropriate toys, many of which are accessible at their level to encourage them to make choices independently. However, some resources and equipment such as toys, carpets and cushions are in poor condition and not maintained to a high standard. Children's work is displayed to create a child friendly environment, and appropriate child sized furniture is used.

Staff employ some positive practices to help keep children safe such as maintaining security, promoting safety in practice with children and supervising them in their activities. This helps ensure they are kept safe whilst at the nursery. However there are currently exposed wires in the sensory/ sleep room. This poses a hazard to children and compromises their safety. Risk assessments are in place, and have been completed recently. Staff also complete risk assessments relating to specific conditions such as pregnancy, to ensure the safety of all staff and children. A clear set of safety documentation is in place.

Children are kept safe through staff's clear awareness of child protection issues and procedures. Staff are clear in their knowledge of signs and symptoms of abuse and procedures to be followed. This helps to safeguard children's welfare appropriately.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children play and explore in appropriate surroundings, and appear settled and generally happy. All age groups are cared for and usually supported by the staff. Children are interacted with at times, and provided with a range of toys. Their sleep and feed routines are met appropriately. Staff are undergoing training before they commence planning a programme in accordance with Birth to three matters framework for babies and young children under three. In the mean time they organise a variety of activities and ensure a range of resources and toys are accessible and regularly rotated to provide young children with a variety of play opportunities. Children of all ages seem generally confident and happy in their surroundings. However on occasions, staff miss opportunities to support children fully and adequately meet their needs. For example, interacting with babies frequently enough, and ensuring toddlers needs are met and faces and clothes are kept clean and dry. This prevents children from enjoying and achieving to their full ability and means their needs are not always being met appropriately.

### **Nursery education**

The quality of teaching and learning is satisfactory. Staff are in the process of implementing a new planning system, to develop and build on the existing system in place. This requires further development to ensure children are offered a good range of learning opportunities and challenges, and that staff are clear on the aims and objectives of activities. Staff have a satisfactory knowledge of the Foundation Stage.

However, whilst they are able to support children at their activities and offer some learning opportunities, they do not always recognise how to help challenge and encourage children, in order that they can make good progress towards the Early Learning Goals. This limits the learning that takes place.

Generally, staff are attempting to offer children learning opportunities which cover all areas of learning. For example, children help set up the table for lunch and enjoy being 'lunch time monitor', they use the toilets independently and play imaginatively. During the inspection two children enjoy pretending to go the farm and talk about the animals they see there. Children listen with enthusiasm to stories, and enjoy singing. They have some opportunities to mark-make and some children attempt to form the letters of their names. Others recognise the letters of their names using plastic letters. Children enjoy looking at books in a comfortable and welcoming book area, and understand how to turn the pages correctly.

Children are beginning to develop mathematical concepts, for example they count how many 'compare bears' in their tray. They use size language such as lots, big and little. Children confidently recognise shapes such as triangle, square and circle, and recognise these shapes in their environment. However staff do not offer children greater mathematical challenges at appropriate times. Children have limited opportunities for finding out about the wider world, although staff plan to incorporate celebrating festivals next year. Children have access to some resources to help them develop an understanding of technology, for example the computer, telephones and a remote control robot. Children enjoy creative play activities, and enjoy colouring, drawing, stencils, junk modelling, modelling clay and sand and water play. Children spontaneously play imaginatively, and have a range of resources to support them in this.

As a result of these aspects, funded children are making generally good progress and mostly enjoy and achieve in the activities in which they take part.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children's individual needs are generally met, although at times staff do not support children fully, for example interacting with young children in their play. Staff generally care for children meeting their needs the majority of the time, which contributes to children feeling settled and secure. Children are beginning to develop confidence and independence. As a result their spiritual, moral, social and cultural development is fostered. A satisfactory range of resources are in place to promote an awareness of the diversity of our society, this is currently under review and development. Children are generally developing good relationships with their peers and staff. A Special Educational Needs co-ordinator (SENCO) is in place to support children with special needs; however the relevant training has not yet been attended.

Children are generally well behaved, however at times disruptive behaviour occurs and is not effectively managed. Some staff use praise and encourage sharing appropriately, and generally management of behaviour is appropriate. However other staff call instructions to children across the room with little or no explanations offered

to them. This results in poor behaviour at times and an inconsistent message to children about good behaviour and the expectations of the nursery.

Partnership with parents is satisfactory. Staff work with parents closely regarding their children's care and education. This includes daily discussions with parents, newsletters, and contact sheets. Staff have produced a good range of information regarding the foundation stage of education for parents, and recently presented an open evening on the subject. Each room has its own notice board and staff liaise with parents in a welcoming and professional manner. Systems to work with parents are effective and contribute to them feeling informed about their children whilst at the nursery.

### **Organisation**

The organisation is satisfactory.

Organisation is satisfactory. A clear set of documentation is in place, which is stored appropriately. Some paperwork is currently undergoing review and development, such as planning for all age groups. There are clear procedures for staff recruitment and vetting, and regular staff training is encouraged. Staff generally supervise children appropriately, and maintain required ratios. However staff do not always effectively meet children's needs or support them effectively at all times. Leadership and management is satisfactory. Staff work together although they are not always consistent in their approach, for example, when managing behaviour. Staff organise the day to offer children a range of opportunities and activities. There are informal systems in place for assessing strengths and weaknesses, such as seeking outside help and appraisals on staff. However these have not been formalised and are not supporting the nursery in making progress in areas that require development. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable

### **Complaints since the last inspection**

A complaint was made to Ofsted in August 2005 relating to standard 4 – physical environment. This was regarding the lack of water at the setting due to a flood at the college. Ofsted asked the provider to investigate this complaint. All aspects of the complaint were addressed appropriately and as a result Ofsted took no further action and the case was closed. The provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted. The provider's complaints record refers appropriately to the above complaint.

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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):

- ensure children's resources, toys, equipment and environment are safe, well maintained, presented and in good condition
- develop and improve on interaction and support offered to all children throughout their activities and play to ensure their needs are met at all times
- develop staff's awareness and understanding of effective and consistent methods to manage children's behaviour

#### 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):

- develop and build on planning systems in place
- ensure children are able to make good progress towards the Early Learning Goals through regular and sufficient challenge in all activities
- develop and implement systems to effectively identify the setting and the staff's strengths and weaknesses to ensure positive changes.

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