

# Country Garden Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY360366

**Inspection date**

21/10/2011

**Inspector**

Bridget Copson

**Setting address**

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**Type of setting**

Childcare - Non-Domestic

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Country Garden Day Nursery registered in 2007. It is privately owned and operates from two rooms within the owner's home in the village of Dunkerton, Bath, North East Somerset. Children also have access to a log cabin and outdoor play areas.

A maximum of 34 children aged from 18 months to under eight years may attend the nursery at any one time, all of whom may be in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged three and four. It is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is open every weekday from 7.45am to 5.30pm, 51 weeks a year, closing for one week at Christmas. Children come from a wide catchment area, including the local towns and villages. There are currently 44 children on roll, all of whom are in the early years age group.

The nursery employs seven staff, all of whom hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children's individual needs are met to a high standard by consistent and very well-informed staff. This is enhanced further by excellent partnerships with parents and good links with other settings. Children's uniqueness is valued and reflected throughout the nursery. Their learning is planned and promoted individually within an extremely inclusive environment. As a result, children are making rapid progress through the Early Years Foundation Stage. Managers and staff demonstrate a commitment and drive to secure continuous and sustainable improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- improve systems for working together with other practitioners to support children's transition between settings.

## **The effectiveness of leadership and management of the early years provision**

Children's welfare is of paramount importance to staff. They implement highly effective systems to help assure children's safety, health and well-being. Robust

employment and vetting procedures, induction and regular staff review meetings help monitor staff suitability. In addition, staff have a very good understanding of their child protection responsibilities to help safeguard children. The nursery has highly successful systems for monitoring and evaluating the quality of provision. The views of external agencies, parents and staff are valued and used to promote further improvements. As a result, standards of care and education are continually being improved to expand experiences for children.

Staff maintain an extremely warm and welcoming environment in which children freely access an excellent range of resources. Staff interact with interest and energy. They move resources between the indoor and outside play areas, and provide one to one time for less confident children. The main play rooms provide younger children with a very nurturing environment. This supports them very well in developing a strong sense of security and the confidence to explore. The pre-school log cabin offers a more structured environment to prepare children for school. These highly inclusive environments ensure children are flourishing within their preferred play areas.

Staff demonstrate enormous enjoyment and enthusiasm in their roles. They present as very good role models in promoting positive attitudes. Children's individuality is valued and reflected throughout the setting to promote their sense of self and belonging. Children are continually learning about the lives, cultures and beliefs of one another as well as diversity from around the world. For example, they explore many different festivals and celebrations and play with a good range of resources reflecting diversity. Children are also encouraged to take the nursery 'holiday bear' away with them and complete his diary to share with others.

Staff have established highly successful partnerships with parents. A wealth of comprehensive information is provided to parents from the start. Parents are kept very well-informed through notice boards, newsletters, home diaries, daily communication and consultations. They complete bi-annual questionnaires to share their views, and contribute their views at inspection times. For example, parents state their children are 'making excellent progress', are 'blossoming' and 'are so much more self-confident'. Effective systems are in place to establish links with the other settings some children also attend. However, this is not fully implemented to support all children's transition between settings from the start.

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

Children's learning is planned, monitored and promoted to a high standard. Children's individual learning needs and interests are carefully considered to ensure all planned activities are meaningful. Staff are skilled in adapting topics and experiences in response to children's interests and the objects they bring from home. For example, after a child brought in a leaf to show, they organised a 'leaf hedgehog' craft activity. Children's progress is continually promoted through prioritised next steps in their learning. Staff provide innovative activities to support children in making connections in their learning and to help them achieve. As a

result, children are thriving in all areas.

Children are very happy and settled. They demonstrate their strong sense of well-being, and are developing excellent relationships with their key person. They behave extremely well and are supported closely in developing friendships and becoming responsible and caring young individuals. They are curious and motivated learners who focus for extended periods in their chosen activities. They explore freely within their familiar surroundings and become excited with new experiences. Children are developing excellent independence, such as taking an active role in helping. They are also very well prepared for school. For example, discussing hopes and fears, future changes and learning to tackle clothes and shoe fastenings. Children's communication, language and literacy are developing extremely well. They communicate their needs and feelings with confidence and articulation. Children ask many questions and are very enthusiastic about sharing their views and knowledge. Staff working with non-verbal children are very sensitive and receptive to their communications to ensure they feel fully included. Children of all ages make purposefully in extensive activities. For example, they fill in daily registers, write on blackboards indoors and outside, make stencil drawings and learn to write their names correctly when ready. Children of all ages show a great enjoyment of books for story and reference. They read spontaneously as well as in groups and learn to treat books with respect.

Children problem solve extensively. They use their knowledge of shape, size and position to complete puzzles, work activity toys and carry out practical self-care tasks. Children learn about numbers through staff frequently counting with them. They also learn to identify and sort objects by size and to use the correct descriptive language. Children use extensive resources to promote their understanding of information and communication technology. Children use their imaginations very well. They play with a wealth of small world, role play and dressing-up resources. They use their senses and creativity exploring many different media and materials, independently and in organised activities. For example, they roll around in piles of shredded paper before using it to make their Guy Fawkes. Staff actively encourage children to move resources around the setting to extend their imaginative play. Children meet many members of the local community who visit and share their skills. For example, members of the emergency services, doctors, dentists and midwives. They also meet people to learn about their interests, such as meeting their animals, pets and exploring a steam car. Children are very actively involved in sustainability through planting and harvesting their own fruit and vegetables, and recycling waste products.

Children are supported very well in feeling safe and secure. They learn about keeping safe through very many practical activities and meeting professionals who offer their guidance. Children are developing an excellent attitude to healthy lifestyles and an interest in food. They benefit from well-balanced and freshly cooked meals, and join in regular cookery activities. For example, making fruit kebabs and squeezing oranges for juice. Children's health is promoted to a high standard through the provision of a very clean and hygienic environment. They benefit from free-flow to the extremely well-resourced outdoor play areas. This provides them with continual access to outdoor play, and to allow more active

children to thrive unhindered.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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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