

The Garden Nursery and Preschool

The Fold School, 201 New Church Road, HOVE, East Sussex, BN3 4ED

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|--------------------------|----------------|
| Inspection date | 18/02/2013 |
| Previous inspection date | Not Applicable |

| The quality and standards of the early years provision | This inspection: | |
|--|-------------------------|---|
| | Previous inspection: | |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Children enjoy their time at the nursery and make good progress towards the early learning goals due to effective support from staff.
- Children develop good levels of independence as staff encourage them to make decisions about their play.
- Caring and friendly staff effectively promote children's well-being.

It is not yet outstanding because

- Staff are not yet using the outdoor area effectively to give children opportunities to explore and investigate the natural world.
- The environment and resources do not fully reflect children's home languages to promote their awareness of positive differences.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playrooms and the outside play area.
- The inspector held meetings with the manager and owner of the nursery.
- The inspector looked at children's assessment records and sampled other documentation.
- The inspector checked evidence of staff suitability and the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Alison Weaver

Full Report

Information about the setting

The Garden Nursery and Preschool opened in 2012. It operates from a converted house in Hove, Sussex. Children have access to five playrooms on two levels of the building. There are stairs between the two floors. The nursery opens five days a week all year round. Opening times are from 7.30am to 6.30pm. All children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 40 children on roll in the early years age range. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. The nursery offers care to children aged up to eight years. Children come from a wide catchment area. The nursery currently supports a number of children with special educational needs and/or disabilities and also supports a number of children who learn English as an additional language.

The nursery employs eight staff. All of the staff, including the manager, hold appropriate early years qualifications. The manager also holds Early Years Professional Status.

What the setting needs to do to improve further

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

- improve the outdoor area as a stimulating learning environment for children, particularly with regard to developing children's understanding of the natural world
- increase ways in which children's home languages are reflected in the resources and the environment, such as having examples of print in different languages.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have good systems for establishing children's starting points in their learning and development. Each key person works closely with parents to find out about what individual children can do. Key persons make good use of this information to help settle new children and meet their needs. As a result, children soon develop their confidence and a strong sense of belonging. Staff use robust systems for the ongoing observation and assessment of children. These include thorough progress checks for two-year-old children, which are shared with parents. The assessment processes enable staff to successfully identify learning priorities and plan effectively for each child. Staff keep parents well informed about their child's progress as they regularly share the observations and assessments. They actively encourage parents to consolidate children's learning at home.

Staff plan and provide a good range of learning experiences that cover all the areas of learning. They make sure that they provide suitably challenging activities that follow children's interests. Children make good progress in relation to their starting points and

happily engage in purposeful play. Children develop well in the skills they need to help secure future learning and prepare them for transitions.

Staff interact well with children and effectively extend their learning as they play. They thoughtfully question children at activities, such as dough making. This helps to promote children's language skills. Children talk confidently and readily share their experiences with adults and friends. Staff actively promote children's independence by encouraging them to do things for themselves. For example, children dress themselves and prepare their own snack. They initiate their own play as they help themselves to resources from the easily accessible storage units. Children show a strong motivation to learn as they happily explore and investigate different resources, such as sand, water and glue. They develop good physical skills as they use different tools. They skilfully use the glitter shakers as they create pictures. Staff reinforce counting and numbers well during circle times. Children confidently count their friends and sing number songs.

The contribution of the early years provision to the well-being of children

The management team is establishing an effective key person system. Children form strong emotional attachments to their key person. Staff foster a strong sense of security in children. This results in children freely and confidently exploring their surroundings. Staff encourage and praise children and this builds their self-esteem. Children behave well and form good friendships with others. They readily take on responsibilities such as getting resources out for other children. This helps to increase their independence even further. Children learn to share resources and help care for others. Staff help children value differences through planned activities, such as learning about Chinese New Year. However, staff have not made full use of the opportunities to increase children's understanding of diversity by widely reflecting their home languages in the nursery.

Staff create a welcoming and attractive indoor learning environment. There is a wide range of good quality resources and plenty of child-sized furniture available. Staff make good use of the environment and stimulating resources to promote children's development and well-being. Children thoroughly enjoy playing outdoors and develop good physical skills as they use the different equipment. They learn to manage risks as they climb the ladders and use the slides with good adult support when needed. However, staff do not make full use of the outdoor area as an exciting learning environment where children can explore the natural world.

Staff effectively encourage children to manage their own personal needs. As a result, children adopt good hygiene practices such as brushing their teeth. They help themselves to tissues to blow their noses and wash their hands after painting. Staff freshly prepare healthy and nutritious homemade meals. Children thoroughly enjoy the meals and snacks. Staff help children gain a good understanding of the importance of a healthy diet through discussion and activities. Children develop healthy lifestyles as they engage in plenty of physical exercise. Staff interact effectively with children to reinforce safety messages, such as not running indoors. This helps children develop a good awareness of how to stay safe.

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

The management team is fully aware of their responsibilities with regard to meeting the safeguarding and welfare requirements. There are thorough recruitment and induction procedures in place to help ensure that staff are suitable to work with children. Managers make sure that staff are clear about how to promote children's safety and welfare. Staff have access to a comprehensive range of policies that help guide them in their role. Staff show a good knowledge of safeguarding procedures and the need to report any child protection concerns. Staff carry out daily safety checks to help maintain a safe environment for children. All the required documentation to help promote children's welfare is in place and well maintained. Staff work closely with parents and other providers to meet children's individual needs. They keep parents well informed about their child's day and welfare. Parents make very positive comments about the nursery. They say that they like the professional attitude of the staff, healthy meals, outdoor space and helpful feedback.

The management team shows a good understanding of how to implement the learning and development requirements. There are effective systems in place for monitoring and reviewing the educational programme. Staff regularly evaluate the activities and make sure they are meeting children's individual needs. The effective assessment process enables staff to identify and narrow gaps in children's learning. Staff work well with agencies as they access additional support for those children who need it to help them achieve.

The management team shows a strong commitment to driving improvement. They focus well on helping staff improve their knowledge and practice through regular supervision and appraisal. The manager gives good support to staff to help them as they introduce new practices, such as promoting children's choice of when to have their snack. The management team gives high priority to accessing further training for staff including improving their awareness of how to safeguard children. Staff effectively evaluate the nursery and identify areas for development. They make good use of local authority support workers to help improve outcomes for children. Managers actively seek staff and parental input in the evaluation process. Since opening, staff have improved the information provided for parents, particularly about how they can continue learning at home.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not Met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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| Unique reference number | EY449358 |
| Local authority | Brighton & Hove |
| Inspection number | 880273 |

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|------------------------------------|------------------------------|
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 84 |
| Number of children on roll | 40 |
| Name of provider | Early Education Alliance Ltd |
| Date of previous inspection | Not applicable |
| Telephone number | 07709 449 701 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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