

Secret Garden Day Nursery

3 Barton Villas, DAWLISH, Devon, EX7 9QJ

Inspection date

Previous inspection date

13/05/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision is satisfactory

- Children are happy, safe, secure and staff supervise them well at all times.
- The children have a safe environment in which to play.
- The setting has a positive partnership with parents and outside agencies.

It is not yet good because

- Children do not have access to fresh drinking water at all times.
- The educational programmes do not fully provide depth and challenge for the children.
- The setting has not reviewed their self-evaluation to identify priorities for improvement to improve the quality of the learning environment for children.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part 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 outside play areas.
- The inspector conducted a joint observation with the manager.
- The inspector sampled relevant documentation including policies and procedures.
- The inspector sampled children's observations and assessments records.
- The inspector spoke to the manager and staff during the inspection.

Inspector

Sally Hall

Full Report

Information about the setting

The Secret Garden Nursery re-registered in 2012 following a change in the registered person. The nursery occupies a large converted Victorian property in Dawlish in Devon. It is registered on the Early Years Register and the compulsory part of the Childcare Register. Children attend from birth to the end of the early years age group. The nursery is open each weekday from 8am to 6pm all year round. There are currently 59 children on roll. The nursery gets funding for the provision of free early education to children aged three and four years. The nursery supports children with special educational needs and/or disabilities and supports children who speak English as an additional language. The nursery employs 10 staff. Of these, eight staff work directly with the children and all except one member of staff hold relevant childcare qualifications. Children are cared for in three age groups. Babies aged three months to two years are based on the ground floor in their own playroom, with a sleeping area. A toddler room for children aged two to three years is on the first floor with its own toilet facilities. The pre-school children are cared for within two large rooms on the ground floor. There is an enclosed garden, divided into three sections, which is used by all of the children.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure drinking water is available and accessible at all times
- improve the educational programmes for all areas of learning to provide more challenge for the children and ask more open-ended questions particularly regarding mathematics.

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

- develop the use of self-evaluation to identify areas for development to enhance the learning environment and outcomes for children.

Inspection judgements

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

Children are happy and settled in the nursery. They are warmly welcomed on arrival by caring staff with whom they have a positive rapport. Children are confident and keen to

engage with visitors. They are eager to learn and confidently engage in choosing where they wish to play. Staff use observations and assessments to monitor the progress the children are making and to support the next steps in their learning. However, staff do not always sufficiently challenge children to build on what they know and can do to help them make progress in their learning and development. This is because the educational programmes do not fully have depth and breadth across the seven areas of learning, particularly in relation to mathematics. Additionally, staff do not always ask open-ended questions to extend the children's thinking and learning as they play or to extend their natural curiosity. For example, staff do not ask children questions to encourage them to think critically and problem solve when they are playing with magnifying glasses and filing items with sand and stones.

Children enjoy craft activities and concentrate well until they have finished their piece of work to their own satisfaction. They have a range of craft resources to choose from and learn to use scissors safely. Children enjoy a caf style snack time, confidently helping themselves to fruit and pouring their own drinks. However, drinking water is not readily available or accessible to enable children to help themselves throughout the day, particularly when they have come in from taking part in physical activities in the garden. This is a breach of a safeguarding and welfare requirement of the Early Years Foundation Stage. Children are keen to help, such as at tidy up time, and to lay the tables for lunch. They confidently find a place to sit at lunchtime as they enjoy a home-cooked healthy lunch and learn positive social skills.

Children engage in role play and interact well with their friends as they play imaginatively. For example, they pack a suitcase and say 'I am off on holiday'. However, staff do not always purposefully engage with the children to encourage them to extend their play, for instance by asking what they are thinking, where they are going and how they will travel. Children behave well and respond appropriately to instructions to develop personal and social skills.

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

Children are supported by staff who act as positive role models. They supervise the children well to help to ensure they are safe and secure. Children are confident in their own self-care and familiar with the routine of washing hands before meals. Children have fresh air each day and have equipment to support their physical development. The garden is currently being developed to extend the learning opportunities for children during outside play. Children learn the importance of giving each other space as they play and to move safely on the steps leading to the garden. They are familiar with the routine that they must line up when going to and from the garden. Children enjoy looking for mini-beasts such as snails in the garden. They sit patiently waiting for the snails to move and describe what they look like, which helps them develop their understanding of the world.

Babies have their own designated area that has recently been re-decorated to enhance the environment. Staff have added more resources to support children in their sensory play using a variety of textures and materials. The staff have an action plan for the room,

which includes additional furnishings they have identified to make it a more comfortable and homely environment for the young children. Staff support the younger children's individual routines well. The staff liaise with parents to help maintain consistency of care and to keep them well informed about how their child has been, what they have eaten and when they have slept. The younger children have an area in the garden where they can play safely and also have regular outings to the local park to feed the ducks and learn about the world around them.

There are secure systems in place to support children's smooth transitions when they move rooms within the nursery. Children have introductory visits prior to moving rooms to help to ensure they feel settled and secure. Children are learning some skills to prepare them in readiness for when they move on to school. They behave well and are learning to share and take turns. They are confident to express themselves and say how they are feeling.

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

Staff are supportive to each other and know the children well. They have regular supervision and appraisals to monitor their performance. Staff are keen to undertake further training such as communication and language, to support their own learning and development and benefit the children. The staff have a secure understanding of what to do in the event of a child protection concern and have completed safeguarding training to help them protect children's welfare. Staff complete regular risk assessments and daily checks of the rooms each day to minimise any potential hazards to the children so they keep safe.

The staff have a positive partnership with parents. They have daily discussions with parents about how their child has been and what they have been doing. The staff hold regular meetings with parents to share information about their children's progress. This enables them to see their children's learning journals and to be involved in their child's learning and development so they can support them at home. Parents are encouraged to share home news and details about children's individual interests to support continuity of care and learning. The nursery has good links with outside agencies to seek advice and support for children's individual needs in order to promote inclusion.

Policies and procedures are in place and shared with parents. This helps ensure that parents are clear about the nursery's practices regarding the care of their children. All the required documentation is in place to support children's care and the required parental consents have been obtained from parents. This makes certain that staff care for children according to the parents' wishes. There is a notice board with useful information put on display for parents in the hallway.

Appropriate systems are in place for the recruitment of staff to ensure they are suitable to work with children. New staff have an induction programme to make sure they are clear about their roles and responsibilities regarding the children's welfare and learning.

The staff in each room have their own action plans where they have identified areas for improvement. However, the staff team do not use their self-evaluation to fully monitor the quality of the educational programmes for children. As a result they have not identified and acted upon areas for improvement. They are being supported by the Early Years Advisory Teacher who has made recommendations to improve outcomes for children, which the manager is striving to implement.

The Childcare Register

The requirements for the compulsory 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 action. 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

Unique reference number	EY456031
Local authority	Devon
Inspection number	890138
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	59
Name of provider	Tejaswini Earp
Date of previous inspection	not applicable
Telephone number	01626 862 862

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

