

Secret Garden Day Nursery

3 Barton Villas, DAWLISH, Devon, EX7 9QJ

Inspection date	10/07/2013
Previous inspection date	13/05/2013

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 keen to participate in activities and become absorbed in their play.
- Staff are caring and friendly and children respond happily to them.
- Staff are keen to make improvements to the provision and are developing effective systems to do so.
- Staff form positive partnerships with parents, which promotes a consistent approach to children's care and learning.

It is not yet good because

- Staff do not consistently identify all aspects of risk within the provision or how these will be minimised.
- Staff are not always effectively deployed to consistently support the needs of all children.
- Staff do not include children in the process of risk assessment to fully support their awareness of keeping themselves safe.
- The written number shape is not always used within some play activities to fully support children's awareness of early mathematical concepts.

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 staff and children in each play room, the outside area and at lunchtime.
- The inspector had discussions with management, staff and children.
- The inspector sampled documentation, such as the operational policies and procedures, and children's learning journals.
- The inspector viewed the nursery's evaluation plans for improvement.
- The inspector took into account the views of parents spoken with at the visit.

Inspector

Mary Daniel

Full Report

Information about the setting

The Secret Garden Nursery re-registered in 2012 following a change in the registered person. The privately-owned nursery occupies a large, converted Victorian property in Dawlish in Devon. 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, with integral toilet facilities. There is an enclosed garden at the back of the premises.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. It is open each weekday from 8am to 6pm all year round. There are currently 59 children on roll. The nursery is in receipt of funding for early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs nine staff, of whom the majority hold relevant childcare qualifications or are currently undertaking training.

What the setting needs to do to improve further

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

- review staff deployment to consistently support the needs of all children, with particular regard to maximising learning experiences and supporting children's choice of playing both in and outdoors
- improve the risk assessment systems to ensure that all aspects of the provision that need to be checked on a regular basis are identified and action taken to minimise or remove risk.

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

- support further children's understanding of early mathematical concepts, by reinforcing the written number shape more within their spontaneous play and activities
- provide further opportunities for children to learn how to keep themselves safe, by developing their awareness of possible risks around their environment and how they could help to prevent these.

Inspection judgements

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

Staff are developing a sound knowledge of the learning and development requirements of the Early Years Foundation Stage framework. They recognise the interests and achievements of children through their observations and assessments of their play. This helps staff plan a meaningful range of activities that children enjoy and are keen to participate in. For example, they see children have an interest in superheroes. They plan related activities such as making superhero pictures or playing superhero bingo. This encourages children's involvement well and consequently supports their interest in mark making and matching activities. Pre-school children become confident in counting within their play. For example, staff read a story about animals and children hear them talk about the 'two snakes'. Children hold up one finger saying 'that's one' and then hold up another finger saying 'and that's two'. This shows children are becoming familiar with some ways of representing numbers. However, staff do not always use these opportunities to reinforce children's understanding of the written number shape. In addition, the written number is not always used effectively to extend their problem solving skills, for instance so they can work out if there is a space available for them at a popular activity. This has an impact on how children start making connections between their counting and the written number shape.

Staff give particular focus to developing children's language skills through their play. For instance, staff reinforce the 'chuff, chuff' noises of the train as the younger toddlers help to make a train track. They start to copy staff as they set their trains on the track and say 'ready, steady, go'. Toddlers like to count 'one, two, three' with staff as they put the dried pasta pieces into their pots and cups. Pre-school children listen to a favourite rhyming story. They begin to anticipate the endings of sentences and as staff read 'I'm a...' they promptly join in saying 'a soggy moggy'. Consequently, children start to naturally develop their communication and early literacy skills within their play. This supports children well in gaining an interest to develop their future learning skills.

Staff provide interesting treasure baskets of wooden serviette rings, shells, nail brushes or musical instruments for babies to explore. The younger children show curiosity as they shake some bells or bang together pots and pans. They press a button on a toy apple and smile as a caterpillar pops out. As a result, they children begin to make connections with their actions as they discover how things work. Babies are content in their play with their key worker and enjoy looking at books, blowing bubbles outside or exploring the feel of play dough. At times though, staff do not always consider the effectiveness of how different age groups are organised. For example, on occasion there are only one or two babies attending. However, they do not join with the younger toddlers to provide more stimulation within some play activities or daily routines, such as lunchtimes. This has an impact on how children learn through their social interaction and benefit from a wider variety of stimulating play experiences.

Staff have attended training on the progress check for two-year-old children. They have put suitable systems in place for completing this check in liaison with children's parents.

This helps to monitor children's development from an early age. Parents say their child is happy at the nursery and they feel able to contribute to their child's learning. They form friendly relationships with staff, who they say help their child become confident and independent. Staff share their 'monthly interest' forms with parents. They use this to encourage their comments on their child's interests and achievements. This promotes continuity for children. Staff initiate liaison with other providers children attend. They have also welcomed staff from these settings to the nursery to share information on children's development. Consequently, a consistent approach is given to supporting children's care and learning needs.

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

Children respond happily to the friendly approach given by staff and generally show as settled and content. Staff are caring and observant of children's health and well-being. For instance, they remind children to have regular drinks of water when the weather is very hot. Children develop a sound awareness of foods that are good for them through their play and daily routines. For example, toddlers use the tea set and play food to have a pretend picnic of strawberries. They carefully help themselves to fruit, such as grapes, oranges, kiwi or pear, for their snack. This effectively promotes their enjoyment of healthy foods.

Children start to recognise the need to have sun cream put on before playing outside in the sunshine. In addition, staff encourage them to wear sun hats. This effectively helps children to develop an understanding of the importance of protecting themselves in hot, sunny weather. Toddlers understand the established procedures for walking downstairs safely. They know they must hold onto the rail and walk down one after another. Staff talk quietly to children to remind them about walking indoors. This supports children in starting to learn about some aspects of risk around them. However, staff do not encourage children's direct involvement in the risk assessment process, for example to fully support their awareness of how many children can safely fit on the small climbing frame. Children enjoy their opportunities to play outside in the fresh air. They smile happily as they catch and throw balls with staff. Toddlers concentrate well as they discover how to pedal their bikes. This gives children opportunities to exercise and helps them develop their coordination skills well.

Staff review the effectiveness of the play areas in supporting children's care and learning and are starting to make positive changes. For instance, babies crawl across soft, textured frog or bear print rugs. Toddlers like to climb into their pop-up tent with their friends and their soft toys. Pre-school children like to experiment with chalks on the blackboard in the covered outside play area. Children show as relaxed and comfortable in their play rooms. Staff have plans to provide more learning opportunities in the outside play areas. However, they are not always effectively deployed to enable children to freely choose when they want to play outside. This has an impact on how children develop their spontaneous ideas and games. In addition, it sometimes limits their independent choices in where and how they learn through their play. Staff set positive examples and children behave well overall. For instance, an older child finds a book for their friend. A younger

child gives a baby a musical rattle to hold. This shows children are learning to be kind and helpful. Consequently, children are supported well overall in developing skills that will prepare them for their move to school.

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

Staff have developed an appropriate understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage framework. They all complete safeguarding training and have a sound awareness of suitable procedures to follow should a concern arise with a child. This helps to promote children's welfare. Staff suitability is assessed through appropriate recruitment procedures and supported by ongoing supervision and appraisal systems. This promotes continual development for staff, which contributes to how improvements are made for children. For example, staff attend communication, language and literacy training. As a consequence, they are making more use of open ended questions with the children. They ask children about their weekend trip to the beach with their family. Children talk about going in the sea and staff effectively use open ended questions to extend this discussion. This actively encourages children to start to think for themselves and develop their language as they become confident to express their ideas.

This inspection was brought forward following concerns referred to Ofsted about the process of storage for any necessary medication for a child. The nursery already had established procedures for administering medication, which included gaining parents' written permissions and any relevant training required. In addition, there was specified storage for medication. However, these procedures were not fully risk assessed for effectiveness in practice. Management have responded promptly to this concern and have reviewed the related policy and procedures. They have discussed these with staff and consequently implemented tighter systems for parents bringing any necessary medication in for their child. As a result, any medication received from parents is clearly recorded and stored securely in lockable boxes or cupboards. This helps to minimise risks to children. Required staff ratios are maintained, although at times staff deployment is not consistently effective. This has an impact on the variety of learning opportunities available for children and their free choices of play.

Risk assessments are completed and overall suitable prevention is in place. For instance, a stair gate is fitted at the top of the stairs and across the baby room doorway. Outings are risk assessed appropriately. However, assessments do not always cover all aspects of the provision. Although staff are generally aware of their daily responsibilities, the effectiveness of some operational procedures is not fully risk assessed. In addition, although radiators are guarded a low level hole in the guard is not identified as a risk. This has sharp edges, which a child could reach. Staff supervise children well overall, which means the impact on children is low. However, these issues have not been identified through the risk assessment systems as needing checking on a regular basis. This is a legal requirement. The provider does not meet the requirements of the Childcare Register.

Parents are kept well informed of their child's activities through daily discussions, use of home books and regular newsletters. Staff liaise well with parents on their child's specific learning needs. They monitor children's progress through their observations and tracking systems and keep parents well informed of their child's achievements. As a result, continuity in children's care and learning needs is promoted well. This inspection comes only a short while after the nursery's previous inspection. Nonetheless, staff have started to develop action plans and make improvements from that visit. For instance, drinking water is now available in each playroom and systems of self-evaluation are being implemented. Staff are continuing to take advice on further ways to develop the learning environment, for example in how toys and resources are organised to fully promote children's independent choices. This shows a positive attitude to continually developing practice and so helps to improve outcomes for children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that all necessary measures are taken to minimise any identified risks. (compulsory part of the Childcare Register)

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	925739
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	59
Name of provider	Tejaswini Earp
Date of previous inspection	13/05/2013
Telephone number	01626 862 862

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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, 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.

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