

# The Secret Garden Day Nursery

50 Haughton Green, DARLINGTON, County Durham, DL1 2DF

## Inspection date

20/02/2014

Previous inspection date

07/06/2010

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

2

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
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## The quality and standards of the early years provision

### This provision requires improvement

- The staff team work well together under the leadership of the new manager.
- Staff are caring towards children, which helps children to feel safe and secure in their care.
- Parents speak positively about the care their children receive. They feel well informed and involved in their children's learning.
- The organisation of the outdoor environment is well considered to provide most children with opportunities to explore their own ideas and learn effectively.

### It is not yet good because

- The provider has failed to notify Ofsted of a significant event in relation to a change of manager.
- There is insufficient focus on planning for babies' learning and development so they do not make consistently good progress.
- The outdoor resources and learning experiences are not always available to younger children.
- Arrangements for monitoring the quality of teaching are not sufficiently robust to identify where practice is inconsistent.

## **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 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 spoke with the manager, staff and children at appropriate times throughout the day.
- The inspector observed activities indoors and in the garden area.
- The inspector took account of the views of parents spoken to throughout the inspection.
- The inspector looked at children's assessment records, planning documentation, checked evidence of the suitability and qualifications of all staff working with children and reviewed a selection of policies and procedures.

## **Inspector**

Brenda Graham

## Full report

### Information about the setting

The Secret Garden Day Nursery is privately owned and was registered by the current provider in March 2007. It is located in fully-converted premises in Darlington. Children have access to an enclosed outdoor area. Local amenities include shops and schools.

The nursery serves both the local and wider community. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 78 children on roll in the early years age group. The nursery offers before and after school care for children attending the local primary school. The nursery is open from 7.45am to 6pm, Monday to Friday all year round with the exception of bank holidays and Christmas. There are 20 members of staff working with the children. Of these, 18 staff, including the manager, are qualified to level 3 or above. The nursery receives support from the local authority.

### What the setting needs to do to improve further

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

- improve planning for the youngest children to take account of their age and abilities and to provide a range of adult-led and child-initiated experiences that actively promote their learning and development
- implement effective arrangement to monitor the quality of teaching so that inconsistencies are quickly identified and staff are supported, coached and trained to improve their practice.

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

- review the arrangements for the use of the garden so that all children are able to make use of the good quality resources and learning environment.

## Inspection judgements

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

The manager and staff demonstrate a sound understanding of the children's needs and have positive relationships with the children, parents and other professionals so children are generally making satisfactory progress in their learning and development. Parents have positive things to say about staff and are given daily information about their child's learning. Staff gather information from parents on each child's needs, development and preferences. They carry out regular observations to assess each child's stage of

development. However, planning is inconsistent and does not always focus on the individual needs of the child, but mainly focuses on care routines, particularly for the youngest age group. This means that activities are not always matched to their individual needs, interests and abilities.

Some staff use good quality teaching strategies to promote children's learning. However, this is not consistent throughout nursery. For example, within the baby room the children spend a long time sitting at table waiting for their snack. This is too challenging for them and, along with a lack of engagement from staff, means that their needs are not fully met and that the opportunities for learning are not built upon. Staff are occasionally too quick to carry out routine tasks, rather than allowing children who are quite capable, to try to do things for themselves. This means that children are not always challenged to think or problem solve for themselves. However, some staff do ask open-ended questions that encourage children's communication and language skills as they are encouraged to think and respond. Physical development is promoted well outside where children have opportunities to run, climb, push and pull, dig and sweep.

The outdoor environment is a strong feature of the nursery, where activities and resources allow the older children to actively explore and develop their own ideas in a creative way, extending their learning. However, younger children do not always have access to this resource, so their learning is not as well promoted.

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

Children are allocated a key person from the outset, which means that they immediately begin to develop strong bonds with a familiar adult. This also encourages good links with parents so relevant information about children's needs is shared. Consequently, staff have good relationships with the children and their parents. Children's personal, social and emotional needs are addressed, and the children are happy and settled due to the positive relationships they have with their key person.

In the older children's rooms there are some resources that reflect diversity, along with a display about Chinese New Year. These help to raise children's awareness of other cultures. Children learn about the importance of adopting healthy lifestyles as staff encourage them to spend time out of doors in the fresh air each day and offer a range of physical activities for children to take part in. They model healthy practices, such as hand washing at meal times. Children are developing a sense of how to keep themselves safe and to have a regard for the safety of others. They use tools, such as cutlery in a safe manner and learn what to do in an emergency situation as they practise the fire drill. Children generally behave well because staff give them some guidance on what is expected of them. There is a written behaviour management policy in place that staff are familiar with and use to guide their practice so children are generally supported appropriately to learn right from wrong. Overall, children generally gain the skills they need for their future learning, such as school.

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

The nursery shows some commitment to keeping children safe. For example, they use closed circuit television to monitor the premises and ensure that buildings are kept secure. Recruitment procedures are in place and mean that checks are completed to help ensure that staff are suitable for their roles. However, the provider failed to notify Ofsted of a change in manager. This is a breach of requirements of the Early Years Register and both parts of the Childcare Register. In general, staff are aware of the safeguarding policy and have completed relevant training to enable them to recognise when children might be at risk of harm. They are aware of who they must report concerns to, in order to make sure appropriate action is taken to protect children.

The manager and staff are supportive of each other, which means that they work cooperatively as a team. The manager monitors observation, assessment and planning. However, monitoring is not sufficiently robust to ensure that planning consistently stems from children's individual needs, or that there is a suitable balance of adult-led and child-initiated activities, particularly for the youngest children. Arrangements for the supervision of staff are not fully effective, as inconsistencies in practice have not been identified, so staff do not receive the support, coaching and training they need to improve.

The nursery works well to establish good partnerships with parents. They use strategies such as parents' evenings, newsletters and a notice board to help keep them informed about the nursery. They take steps to share information about individual children's needs. For example, they encourage parents to spend time with the key person at settling-in sessions and share children's development records regularly. As a consequence, parents speak positively about the provision. Staff work appropriately with other professionals and agencies to help meet children's needs. They consult with a speech and language therapist and seek advice from the local authority to help support individual children appropriately.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

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

- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or non-domestic premises (compulsory part of the Childcare Register)
- inform Ofsted of the following: the appointment of a new manager of childcare on domestic or non-domestic premises (voluntary 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY348737
<b>Local authority</b>	Darlington
<b>Inspection number</b>	863239
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	40
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Adele Rachel Jaab
<b>Date of previous inspection</b>	07/06/2010
<b>Telephone number</b>	01325 464 443

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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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