

Secret Garden Nursery and Pre-School

The Barns, Brinsea Road, Congresbury, Avon, BS49 5JL

Inspection date	21/05/2014
Previous inspection date	23/09/2008

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		2
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 requires improvement

- Children in nursery are happy and settled. They engage in a range of stimulating activities to promote their learning and development.
- Teaching is mostly good and supports children to make good progress from their starting points.
- Staff teach children to be independent, particularly at snack and meal times.
- Staff build good relationships with parents which means they are able to continue children's learning at home.

It is not yet good because

- The provider has failed to obtain a Disclosure and Barring Service check for all staff working on the premises, including those who do not work directly with children.
- Staff do not always take opportunities to provide challenging activities for the pre-school age children in the outdoor learning environment.
- There are few resources, toys and positive images to help promote children's understanding of the world effectively.

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.

Inspection activities

- The inspector observed activities in all playrooms and in the outdoor environments.
- The inspector undertook a joint observation with a member of staff.
- The inspector held discussions with staff, parents and children.
- The inspector checked evidence of suitability and qualifications of all staff working in the nursery.
- The inspector sampled a range of documentation including observations in children's learning diaries, planning and assessments, monitoring audits, policies and took account of the provider's self-evaluation.

Inspector

Kathryn Birtles

Full report

Information about the setting

Secret Garden Nursery and Pre-School has been open for 22 years and changed to being privately owned in 2004. It is registered on the Early Years Register. The nursery operates from a converted barn on Elms Farm in Congresbury, North Somerset. It comprises of five playrooms plus associated facilities. All children share access to a secure enclosed outdoor play area. The nursery also operates a Forest School and has a forest school garden. The whole of the ground floor of the nursery is accessible to children and adults with mobility difficulties. The nursery is open each weekday from 8am to 6pm throughout the year, except for a week closure over Christmas. Currently there are 62 children aged from birth to under five years on roll. Children come from the local community and surrounding villages. The nursery has experience of supporting children with special educational needs and/or disabilities. The nursery employs 17 staff to work directly with the children. 15 staff, including the manager, hold appropriate early years qualifications to level 3. There are several members of staff qualified to degree level and staff who have attained Early Years Professional Status or Qualified Teacher status. In addition, there are two regular relief staff and a cook. The setting receives support from an advisory teacher 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:

- ensure that any person working on the premises who is likely to have regular contact with children is suitable to do so by obtaining an enhanced Disclosure and Barring Service check.

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

- improve the provision of resources, toys and positive images in the nursery to fully promote children's understanding of the world
- further support staff to provide challenging learning opportunities for children in the outdoor environment.

Inspection judgements

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

Staff have a good knowledge and understanding of the Early Years Foundation Stage and provide educational programmes, which have depth across all seven areas of learning. Key persons work closely with parents and gather and record information when children first start at nursery. Using this information, together with a range of observations, staff plan effectively and respond to the learning and developmental needs of children. As a result, children make good progress from their starting points. Key persons share their assessments of children with parents and support children's next steps in learning. Staff work with parents to complete the progress check for two-year-old children. Staff confidently meet the needs of children with special educational needs and/or disabilities, developing specific targets to support these children to make progress. Staff have a good understanding of how to access further support for children if required.

Staff effectively support children to develop communication skills throughout the day by teaching them new vocabulary and extending phrases the children use. For example when young children say, 'nana' at snack time, staff comment, 'You like banana. Do you like oranges too?' Teaching of communication skills is effective with older children as staff introduce new and interesting vocabulary which the children then begin to use themselves. During forest school time, older children excitedly notice some green strawberries and comment that they are not like the red ones in the shops. Staff skilfully explain that the strawberries are ripening. Children then notice other strawberries changing colour and comment that they these are ripening too. Staff challenge children's thinking during forest school time, which helps promote their curiosity and fascination with the natural world. Children become intrigued by the flow of water across the ground as they water plants and the staff competently use open-ended questions, asking them why the flow of water has changed direction. Staff sensitively support the children in their thinking by showing them how the slope on the ground changes and the water is following it. Other children eagerly look for bugs and investigate the spider webs which hang from the recently constructed bug house. However, in other outdoor sessions, some staff occasionally overlook opportunities to challenge older children's learning.

Older children confidently and skilfully use the computer to complete a matching game, which supports their use of technology and mathematical development. They are further supported by staff who encourage the children to listen to the sound of the hen as it walks across the computer screen. This promotes children's listening skills and broadens their vocabulary as she comments, 'It sounds like he has flippers on'. Staff skilfully hold children's interest as they read a book with the children, encouraging them to join in with the rhyming couplets in the story. This helps to foster early reading skills with the children which are reinforced as staff point to the names of the dinosaurs in the story. Staff encourage children to count the horns on some of the dinosaurs and support the younger children's mathematical understanding by pointing to each horn.

Children are able to independently access a range of resources because these are presented at child height in easily accessible boxes and baskets. This encourages children to be independent and to make decisions about what they want to play with. However, there are less resources which provide positive images to fully promote children's understanding of difference and similarity in the world. Babies have access to a range of interesting resources, such as sensory shaker bottles and other natural materials including pine cones, which help them to develop awareness of their senses. Staff provide

opportunities for babies to explore early writing skills with a range of pens, crayons and markers. Staff respond sensitively to the babies, commenting on what they are looking at or sounds they are making as they tap pencils in a box. This helps to build the babies self-esteem and encourages them to explore the resources further.

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

Children happily attend the nursery and enjoy their time. There is an effective key-person system in place which helps ensure that staff know their children and families well. Flexible settling in arrangements provide reassurance to children and help develop and foster caring and strong emotional attachments with staff. Staff provide good role models for children and have listened to children's ideas to create simple rules in the nursery. Consequently children know they must use walking feet in nursery and they comment, 'You mustn't run across the fire pit 'cos it might be hot;' when they are in forest school. This means that children are developing an awareness of their own safety. Staff calmly and sensitively respond to any concerns with children's behaviour which helps to support children's self-esteem.

Staff consistently support children's growing independence throughout the nursery, which enables children to build skills for the future. For example the younger children are encouraged to cut their own fruit and pour their drinks at snack and meal times. Older children proficiently serve themselves at lunchtime and pass the bowls of food to their friends, demonstrating that they are developing good social skills. Older children competently use knives and forks as they eat from real plates and pour their drinks into glasses. Staff provide a variety of healthy foods throughout the day which are freshly prepared on the premises and meet the dietary requirements of the children. Staff sit with the children at meal times providing good role models, encouraging and supporting children in social conversation. They take the opportunity to reinforce that food provides the children with energy and milk will help make bones strong so that children begin to have an awareness of being healthy. Children develop good independent self-help skills from a young age because staff encourage them to do things for themselves, such as washing their hands. Staff follow good procedures for changing young children's nappies which helps to prevent cross infection. Staff have appropriate systems in place for checking the safety of the premises on a daily basis and children practise regular evacuation procedures. Some children know they have to wear hats in the sun and staff conscientiously ensure that the children keep their hats on when outside. Staff apply suncream to children before they go outside. Generally, these measures help to keep children safe while they attend nursery.

Staff have thoughtfully organised the play areas inside and outside so that children can independently access a range of resources. Children know that they can ask for other resources if they need them. Staff have provided two distinct outdoor areas where children enjoy the benefits of being in the fresh air. In the first, children have opportunities to run, ride, balance, climb and experience sensory and imaginative play in sand, water, the mud kitchen and the small caravan. In the second, children have opportunities to engage with the natural world.

Staff provide opportunities for the children to support the local community by visiting a local elderly peoples' home where the children sing songs at Christmas, and also by taking children on walks to a nearby farm. This helps children to develop an awareness of the wider community. Staff sensitively manage times when children move to other rooms in nursery through a series of visits to help children settle. Likewise, as children move on to school, staff establish links with local schools making visits to schools, inviting teachers to the nursery and sharing children's records. This means that children have positive experiences as they move on to the next stages in their learning.

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

All staff have an acceptable understanding of their responsibilities for safeguarding children and are able to take appropriate action if they have concerns about a child. There are suitable recruitment procedures in place and leadership and management ensure that staff do not work alone with children until they have been vetted and completed a probationary period. However, the provider has failed to obtain Disclosure and Barring Service checks for all staff working on the premises including those who do not work directly with children such as the cook. It is a legal requirement to do so. However, this does not have a significant impact on children's learning and development or on children's safety and well-being. This is because the member of staff does not have unsupervised contact with children in the nursery. The provider is fully aware of the steps she must take to address this. Appropriate policies and procedures are in place to support children's safety and welfare and the manager is aware of when to inform Ofsted of significant incidents. This includes policies to ensure that only authorised persons collect children.

There is always at least one member of staff on the premises with paediatric first-aid training and the setting has appropriate procedures in place to record accidents and notify parents. Similarly there are acceptable procedures in place for the administration of medicines. Risk assessments are sound and help to ensure that the premises are safe and secure for the children. All outings are risk assessed which helps safeguard children when they are away from the nursery.

The leadership and management team have developed sound systems for monitoring the learning and progress of children in the nursery. They monitor teaching through regular staff observation and opportunities for reflection on practice, which contributes to the continual improvement that the setting strives for. All staff contribute to the self-evaluation process which has identified the need to develop awareness of the diversity of society and professional development for staff.

Staff are supported appropriately through supervision meetings as part of the nursery performance management programme. Professional development is identified through this process which contributes to developing the improvements in the nursery. Staff have an effective system in place to make links with other settings that children attend. This means that there is continuity of care and support for children between different settings

which helps them to make good progress.

Staff build strong relationships with parents and are committed to working in partnership with them. Parents are kept informed about the life of the nursery through an information board and the nursery website. Staff foster relationships on a daily basis through thoughtful feedback to parents about what the child has been doing in nursery. Staff also seek information from parents about the child's experiences at home and use this to understand children's needs during the day. Parents have further opportunities to share their children's learning through parent evenings and workshops. Parents comment that they value the daily feedback and that their children are happy in nursery. One parent comments, 'My child is so confident here and she really knows the staff. She is happy'.

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

Unique reference number	EY287497
Local authority	North Somerset
Inspection number	847292
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	46
Number of children on roll	62
Name of provider	Stefanie Jayne Metcalfe
Date of previous inspection	23/09/2008
Telephone number	01934 853350

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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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