

# Gardners Lane Children Centre Nursery

GARDNERS LANE CHILDRENS CENTRE, Gardners Lane, Cheltenham, GL51 9JW

## Inspection date

22/09/2014

Previous inspection date

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- Staff have a secure understanding of children's individual learning needs. This results in children receiving good support to help them progress well.
- Staff promote children's well-being and independence well, because an effective system helps each child form secure attachments with a particular member of staff.
- Staff help children with special educational needs and/or disabilities well through the strong partnerships established with parents, and external professionals.
- Staff give high priority to safeguarding children, and provide a safe and secure environment in which children play and learn.
- Leadership monitors staff practice well, which improves the provision for children.

### It is not yet outstanding because

- Staff do not take all opportunities to enhance children's mathematical development, so some children do not consider ideas, such as weight, measure and capacity and the use of numerals in their play.

## **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 observed children playing in the playrooms and the outdoor areas.
- The inspector spoke with the provider, staff and children at appropriate times throughout the day.
- The inspector looked at documentation including children's records, learning and development information, staff records and a selection of policies and procedures.
- The inspector undertook a joint observation with a manager.
- The inspector took account of parents' and carers views', spoken to on the day.

## **Inspector**

Julie Swann

## Full report

### Information about the setting

Gardners Lane Children Centre Nursery registered in 2003. The nursery was reregistered in 2014 as part of the Gardners Lane and Oakwood Federation. The nursery is situated in premises adjoining Gardners Lane Primary School. There are three playrooms with toilets and nappy changing areas. Each playroom has separate access to a covered play area and outside play space. There is a sensory room, forest school area and a soft play room. The nursery has additional facilities which provide meals for families, and snacks for children during sessions. Sessions run from 8.45am to 11.45pm, and from 12.30pm to 3.30pm each weekday during school terms. The nursery is registered on the Early Years Register, and on the voluntary and compulsory parts of the Childcare Register. There are 11 staff employed, and of these, eight hold appropriate early years qualifications at level 3; two hold early years teacher status, and one holds qualified teacher status.

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

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

- raise standards of the educational programmes to consistently high levels by strengthening the programme for mathematics, such as by keeping alert to seize opportunities for children to use mathematical ideas, such as numerals, weight, measure and capacity, during their play.

### Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage, including the areas of learning. Staff assess children's abilities on entry through information obtained from parents, and through well-established settling in sessions. This process helps staff provide activities that interest children when they start, so no time is wasted. Staff observe children as they play and use the detailed information gained well. They plan activities around the children's individual interests as these change, so children's enjoyment in play continues.

The whole staff team contributes to weekly planning. Each staff member provides information about what children need to learn next in regard to the children for whom they take special responsibility. Staff then carefully evaluate the activities provided at the end of each week. This process helps staff successfully monitor and track children's development to identify any gaps where children may need support.

Staff have a clear view of children's progress over time. Parents meet with staff regularly to discuss their children's development and learning, and help complete their children's

progress check at age two years. This process results in children making good progress, given their starting points on entry, and prepares them for their future learning in school when the time comes.

Children's communication skills are actively encouraged. Staff motivate children's interests through, enjoyable activities, discussions and appropriate questioning. Younger children repeated well-known rhymes, enthusiastically joining in with familiar actions. Older children found their name cards and used these to register their attendance. Staff gave good attention to promoting children's listening skills through group story times. For example, staff recounted stories with expression, which meant children became fully engaged. As a result, children were confident to contribute to stories by discussing what was happening and predicting what might happen next. Staff develop children's early writing skills through a variety of activities. For example, children used chalk to make marks on large pieces of paper outdoors. Staff encouraged older children to recognise letters and sounds when labelling their work. The environment is rich in text throughout the nursery. These actions mean that children are beginning to understand that written words carry meaning. Staff support children who speak English as an additional language very well. For instance, staff learnt some key words in the child's first language, to aid communication initially, so children's immediate care needs are met. They then provide good one-to-one support to build up children's vocabulary in English. This means children soon gain confidence in expressing themselves and communicating in English. Consequently, they can then make their play needs known easily and play a full part in the activities. All these actions by staff contribute well to children gaining useful literacy skills in readiness for school.

Staff develop children's mathematical skills well through daily routines and play. For example, they teach children how to seek patterns, count, sort and match through a range of games, puzzles and construction toys. However, on occasions staff miss chances to help some children's early understanding of aspects of early mathematics during their play, such as the use of numerals and some language associated with weight, space and measure. This means that the programme for mathematics is not of a very high standard, and children are not exceptionally well prepared for school in this area of learning. Children gain skills in information and communication technology. They have daily access smart boards, computers and programmable toys, all of which help their understanding in this area.

Children are confident and enjoy making choices about their play. Older children used their imaginations and acted out familiar experiences as they pretended to be a police officer, or sold items in their play shop. Children are often invited to take part in activities run by the school. These experiences help them to learn to be sociable with others and to begin to understand their community, and about changes to come.

Staff promote children's physical development well. Children have ready access to a well-resourced outdoor play area. Staff provide plenty of time for children to be active and to gain new skills, while outdoors. For instance, children manoeuvred around obstacles, competently made mud pies, balanced and climbed. Staff are always at hand to support children, including those who are less confident. This means children have good opportunity to develop their physical independence.

Staff place a strong focus on supporting children with particular needs. Staff work closely with outside professionals and parents, so individual learning plans are drawn up. These are targeted appropriately to help children make good progress. This approach means that all children are making good progress, regardless of their abilities, and are fully included in the nursery's activities and events.

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

Staff use a well-established system where each child is special to a particular staff member. This approach helps to develop secure relationships between staff with both children and their parents. It helps children form stable emotional attachments and appropriate bonds with the staff who care for them. Consequently, children develop confidence and independence, and are eager to explore their rooms, ready to learn.

Each room is set up to reflect and support children's current interests and needs, creating a welcoming, interesting environment where children play freely. Staff support children well when they move between rooms, so children settle in their new environment quickly. Children of all ages quickly learn the nursery rules and staff expectations. They respond well to the warm and supportive guidance of staff. Consequently, children behave well. Friendships were evident between some of the children. Staff were observed to reward children's efforts and achievements with meaningful praise. Staff then shared children's success with the whole group at discussion time. This shared praise means children develop high levels of self-esteem and learn to value one another. They become emotionally secure, which prepares them well for the move to school.

Staff give careful attention to promoting children's good health. For example, children enjoy freshly prepared meals cooked on site. Staff are extremely vigilant where children have special dietary needs or allergies. This care helps to promote the health and well-being of all. Children benefit from daily exercise and play outside. Children learn about safety issues through rehearsing the emergency evacuation procedure. They take manageable risks in their play, for example when staff teach them how to use scissors. Staff give children the time and space to try and do things for themselves. Children are confident to ask for help when they need it. They are taught to find their own coats and shoes, which they put on with minimal help from staff. These staff expectations further promote children's confidence and self-esteem.

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

The provider ensures staff meet the safeguarding and welfare requirements effectively. Children's welfare is protected because staff have a good understanding of safeguarding procedures. They implement a detailed safeguarding policy, which includes the use of mobile phones and cameras. All staff are aware of their responsibilities to ensure children are safe from harm. Staff regularly update their training to keep children safe, and

maintain their good health, such as by completing safeguarding, first aid and food-hygiene courses.

Management monitor staff performance and identify training needs. Staff have individual training and professional development plans, which identify ways to improve their knowledge and practice. All staff have undergone appropriate safety checks to determine their suitability. Staff understand their responsibilities to provide safe play environments for children, which they do. They carry out regular effective risk assessments and daily safety checks so that children play safely in all areas of the nursery. These actions, along with staff vigilance ensure children's safety is prioritised throughout their sessions.

A manager oversees the educational programmes, and successfully helps staff to promote children's learning and development through robust inductions, staff meetings, regular supervision sessions and on-going training. The provider visits each room in the nursery regularly to monitor the effectiveness of routines and staff practice. She is readily available, along with managers, to offer advice and act as a mentor where necessary. Staff are actively encouraged to evaluate children's responses to specially planned activities to identify where extra support or challenge may be needed to improve children's learning. This approach aids children's progress and makes sure the learning and development requirements are met.

The management team is highly motivated to improve their team's knowledge and learning and all staff have an individual training plan. The management team monitors the effectiveness of children's learning records to ensure these are kept up-to-date by staff and scrutinises children's records to check that the educational programmes deliver the best possible outcomes for all children. However, there remains a weakness in the programme for mathematics.

Self-evaluation takes into account staff and parents' views using questionnaires and regular meetings. Good partnership working with a broad range of professionals helps to target, support and review the arrangements for children with special educational needs and/or disabilities effectively.

Staff have established positive partnerships with parents. Parents spoken to state how happy they are with the level of communication they receive, and the support they get from staff. The nursery management is fully aware of the importance of good communications and partnership working. Management has a good working relationship with the children's centre staff, as well as the local authority early years advisor, which helps drive improvement well.

### **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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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>	EY474932
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	968553
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	48
<b>Number of children on roll</b>	69
<b>Name of provider</b>	Gardens Lane And Oakwood Federation Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01242252185

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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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