

# The Secret Garden Day Nursery

50 Houghton Green, Darlington, County Durham, DL1 2DF



## Inspection date

19 February 2015

Previous inspection date

20 February 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good as staff follow and extend children's individual needs and interests. As a result, children show engagement and motivation in their learning.
- Staff act as good role models and provide children with clear guidance and simple explanations. Therefore, children's behaviour is very good as they fully understand the boundaries and expectations.
- Children's communication and language skills are effectively promoted. Staff interact well with them, engage in constant discussion, ask relevant questions and model language. This supports children's critical-thinking and problem-solving skills.
- Staff have a good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of written policies and procedures are implemented successfully to ensure children are well protected.
- The management team and staff share a vision for the nursery and have worked hard to address the actions and recommendations raised at the last inspection. This shows a commitment to continuous improvement.

### It is not yet outstanding because:

- The nursery environment is not consistently rich in print to help children further develop their early reading skills and interest in the meaning of words.
- Children are sometimes distracted and disrupted during their play and learning because staff have not fully considered the daily routine in the pre-school room.

## What the setting needs to do to improve further

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

- strengthen the already good practice in teaching children about literacy by enhancing environmental print, for example, by using words, signs, labels, pictures and numbers within the outdoor environment and to label resources
- review daily routines within the pre-school room to ensure children are not distracted and disrupted during their play and learning, with particular regard to the arrangements when children are collected at the end of the morning session.

### Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager and spoke with children.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the nursery rooms.
- The inspector carried out an interview with the manager and provider, and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

### Inspector

Rachel Enright

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff plan a balance of adult-led and child-initiated activities across all seven areas of learning. They provide children with a wide variety of interesting and enjoyable learning experiences. As a result, all children make good progress from their starting points. Children with special educational needs and/or disabilities are well supported as staff work closely with parents, local primary schools, external agencies and other professionals. This means effective strategies are in place to ensure children's individual requirements are met. Children's literacy skills are promoted as staff encourage them to look at books, sing favourite songs and rhymes, and recall parts of familiar stories. However, labels, signs, pictures and numbers are not always clearly displayed. These are not on resources or within the outdoor environment to further develop children's early reading skills and interest in the meaning of words. Staff regularly observe and assess children to recognise their achievements and identify their next steps in learning. Parents are well informed about their children's ongoing progress, for example, they receive regular report summaries and are encouraged to view children's 'learning journeys'. Children enjoy their time at the nursery and are comfortable in their surroundings. However, staff have not fully considered the daily routine in the pre-school room to ensure children are not distracted and disrupted during their play and learning, with particular regard to the arrangements at the end of the morning session.

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

An established key-person system helps children to form secure attachments and develop positive relationships. This effectively promotes children's emotional well-being. The environment is warm, bright and welcoming, which results in children being happy, settled and confident. Children are supported well with their move into the nursery and for the next stage in their learning at school, which ensures they feel self-assured and prepared for change. Staff encourage children to be independent and develop their own understanding of health and safety. There are good hygiene practices in place and staff provide daily opportunities for children to develop their physical skills.

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

The nursery is led by a management team who are passionate and committed to providing good quality care and education for children. They fully understand their responsibilities to implement the requirements of the Early Years Foundation Stage. Systems are in place to monitor and evaluate the educational programmes. This ensures children are progressing well and any gaps in their learning are addressed quickly. Self-evaluation is effective and staff are supported to further their professional development through regular supervisions, appraisals and training events. The environment is safe and secure as staff complete risk assessments and daily safety checks to identify potential hazards and minimise the risk of harm. Staff have attended relevant training in safeguarding, first aid and food hygiene to further promote children's safety and welfare.

## Setting details

<b>Unique reference number</b>	EY348737
<b>Local authority</b>	Darlington
<b>Inspection number</b>	965226
<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>	71
<b>Name of provider</b>	Adele Rachel Jaab
<b>Date of previous inspection</b>	20 February 2014
<b>Telephone number</b>	01325 464 443

The Secret Garden Day Nursery was registered in 2007. The nursery employs 18 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above, including two staff members with Early Years Professional Status. The nursery opens Monday to Friday, from 7.45am until 6pm, all year round except for bank holidays and one week at Christmas. The nursery receives funding for the provision of early education for two-, three- and four-year-old children.

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