

# The Secret Garden

69 Musters Road, West Bridgford, Nottingham, Nottinghamshire, NG2 7PY



<b>Inspection date</b>	6 January 2017
Previous inspection date	13 March 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The nursery is led by a strong and ambitious management team. They are passionate about providing high-quality childcare. They reflect on their practice regularly and have a clear direction for the nursery's future development.
- Children's social and emotional development is very well promoted. Staff give plenty of praise and encouragement. Children respond well to the positive atmosphere and high expectations that staff have of them. They are polite, well mannered and behave well.
- The nursery is very well resourced and looks inviting to children. Staff plan a range of interesting activities to engage and motivate them. Children progress well while they are at the nursery. Staff make regular assessments of their development which they share with parents.
- Parents are very complimentary about the nursery. They particularly value the experienced and well-established staff team. They say that, 'Staff go out of their way to help children feel settled, welcome and at home in the nursery'.
- The quality of teaching is consistently good and on occasions, excellent. Staff interact very well with children, playing along side them and promote their learning.

### It is not yet outstanding because:

- Children learning to speak English as an additional language are not given the very precise support they need from staff to improve further on their good progress.
- The management team does not use the information they get from monitoring children's progress to evaluate the impact teaching has on the progress made by specific groups of children.

## What the setting needs to do to improve further

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

- give children learning to speak English as an additional language the precise support they need to develop their communication skills more rapidly
- evaluate the impact teaching has on the progress made by specific groups of children, in order to make sure that teaching very precisely matches their needs and enables all groups of children to achieve at the highest level.

### Inspection activities

- The inspector had a tour of the nursery with the management team.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the nursery's management team. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of children, staff and parents spoken to on the day of inspection.

### Inspector

Josie Mapes

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management team ensures that staff have a secure understanding of child protection issues. They understand who to contact if there are concerns about a child. Robust risk assessments are in place, in order to ensure that any hazards to children are minimised. Rigorous procedures for recruiting new staff are firmly established. Staff are deployed well and communicate effectively to ensure the smooth running of daily routines. The management team has good procedures in place for monitoring staff performance. For example, staff have regular supervision sessions and access to a variety of training opportunities. The nursery boasts a high proportion of appropriately qualified staff. This has a positive impact on the quality of teaching and on practice overall.

### Quality of teaching, learning and assessment is good

Staff use their good understanding of individual children to plan a broad range of activities and learning opportunities. For example, children who are expecting the imminent arrival of a new sibling are given opportunities to take care of dolls. Staff provide nappies and baby baths to encourage them to develop and extend their imaginative role play. Staff help children to learn about other countries and cultures. They plan a range of activities to spark children's interests and extend their learning. Children enjoy frequent access to the well-resourced outdoor area. Staff provide waterproof suits so that children can play outside whatever the weather. Children use their imaginations well. While outside, a group of children playing with plastic hoops eagerly tell staff about a new game that they have devised. Staff interact very well with children, joining in the game and praising their good thinking skills. Staff make regular observations and assessments of children's learning. Regular parents' evenings provide staff with an opportunity to discuss children's development in more depth and to offer support for children's learning at home.

### Personal development, behaviour and welfare are good

An effective key-person system helps to ensure children settle in well when they first come to nursery. Staff ensure that children are well prepared for the move to another room or to school. Children learn how to stay healthy through well organised routines, such as teeth cleaning, healthy eating and being active indoors as well as outdoors. Children enjoy a range of healthy meals and snacks. Even young children understand the importance of handwashing and hygiene routines.

### Outcomes for children are good

Children make good progress in their learning and development. Babies confidently explore their environment, crawling and beginning to pull themselves up to standing. Toddlers are confident to join in with singing time, shaking their instruments and clapping their hands. Pre-school children learn how to describe everyday objects using words, such as shiny, sparkly and cold. Children of all ages learn how to play with one another amicably and to share their toys and resources. Children gain a range of valuable skills while they are at nursery, which helps prepare them for their eventual move on to school or pre-school.

## Setting details

<b>Unique reference number</b>	EY314685
<b>Local authority</b>	Nottinghamshire
<b>Inspection number</b>	1064780
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Secret Garden Childcare Limited
<b>Registered person unique reference number</b>	RP902046
<b>Date of previous inspection</b>	13 March 2013
<b>Telephone number</b>	0115 981 7837

The Secret Garden was registered in 2005. The nursery opens from 7.30am to 6pm, Monday to Friday all year round, apart from bank holidays. There are 16 members of staff who work directly with the children, including the manager. All staff have relevant early years qualifications at level 3, with the exception of two apprentices.

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