

Hidden Garden Day Nursery & Pre-School

Hidden Garden Day Nursery, Pows Orchard, Midsomer Norton, Radstock, BA3 2HY



Inspection date

28 March 2018

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not protect children's good health well enough. For example, they do not supervise pre-school children when they are eating. Children leave chewed pieces of toast on the table and other children eat them. Some children do not wash their hands and, those that do, share towels, which does not prevent cross-contamination.
- The quality of teaching is variable. The manager does not ensure that staff in the pre-school room use planned activities and teaching well to challenge the older children, to help them make predications, test their ideas and extend their language skills.
- The provider and manager have started to evaluate their provision and support staff in gaining further qualifications. However, they have not identified all of the weaknesses and the most effective actions to ensure good outcomes for children.

It has the following strengths

- Most children make steady progress in their learning. The manager monitors children's development well and works effectively with outside agencies and parents to ensure they receive any additional support to catch up.
- Staff working with the babies are gentle, kind and reassuring. They hold babies in their arms to give them their bottle, making eye contact to help them feel secure. Staff meet babies' and toddlers' physical and emotional needs well.
- Staff reinforce positive behaviour and praise children for kind hands, words and actions. Pre-school children take pride in being the special helper.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	Due Date
■ ensure staff promote the good health of older children and take steps to prevent the spread of infection, with particular regard to supervising children eating and handwashing practices	30/04/2018
■ improve the quality of teaching in the pre-school room so that learning is purposeful and children have challenging experiences that help them to make consistently good progress across all areas of learning.	30/04/2018

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

- use self-evaluation more effectively to target weaknesses in practice and teaching, and improve outcomes for children.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning.
- The inspector spoke with children, parents and staff, and took account of their views.
- The inspector held a meeting with the provider and manager, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, children's development records, and planning.

Inspector

Elaine Douglas

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff have a clear understanding of the procedures to follow to protect children from risk of harm. They meet the child-to-staff ratios well and there are clear whistleblowing procedures. The provider meets the fire officer's recommendations and ensures children practise the emergency evacuation procedures. The manager and staff follow the procedures for the safe use of mobile phones and gain parents' consent to use children's photographs. The management team follows effective procedures to recruit and induct suitable staff. Although the manager carries out regular supervisions of staff and monitors the quality of their teaching, this is not fully effective in the pre-school room. The provider and manager regularly discuss and evaluate their practice, although they have not identified all weaknesses successfully.

Quality of teaching, learning and assessment requires improvement

Staff observe children well and know what they can do and their next steps. They know what interests the children and plan well to help them learn. However, at the inspection, the pre-school room leader was absent and the quality of teaching was not consistently good. Staff in this room do not use activities well enough to challenge children to make the progress of which they are capable. While some staff support children well, others concentrate more on children completing activities rather than their learning. They miss opportunities for children to speculate, solve problems, extend their vocabulary and develop their early writing skills. Staff support younger children well in their key areas of learning, such as encouraging babies' social interactions and walking skills. Through training, staff use sign language to support toddlers' communication and understanding.

Personal development, behaviour and welfare require improvement

Children have nutritious meals and snacks, and all children have regular drinks, outdoor play and exercise to help them to keep healthy. However, staff in the pre-school room do not supervise children effectively when eating and washing their hands, to protect their health sufficiently. Staff follow suitable procedures to protect young children's health when changing nappies or helping them to use the potty. Parents confirm that staff work effectively with them, for instance, when potty training children. Babies and young children enjoy a wide range of stimulating sensory experiences, such as exploring paint and foam. However, although older children are eager to participate in adult-led activities, they soon lose interest and staff do not know how to engage them fully.

Outcomes for children require improvement

Children develop some skills that prepare them appropriately for their next stage of learning and school. Older children become independent, such as managing their coats and boots, and clearing their place after lunch. Children enjoy stories and count with confidence. However, some activities lack challenge and stimulus for older children to make consistently good progress. Not all staff consider children's individual learning needs or help them to solve problems or express their own views and ideas.

Setting details

Unique reference number	EY547218
Local authority	Bath & NE Somerset
Inspection number	1133418
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	50
Number of children on roll	85
Name of registered person	Victoria Jane Westwell
Registered person unique reference number	RP547217
Date of previous inspection	Not applicable
Telephone number	01761 568188

Hidden Garden Day Nursery & Pre-School registered in 2017. It is located in Midsomer Norton, Radstock. The nursery opens each weekday from 7.30am to 6pm, all year round, excluding bank holidays. There are 14 members of staff, including the owner. Of these, the manager holds an early years qualification at level 4 and one member of staff holds qualified teacher status. There are eight staff with an early years qualification at level 3 and two at level 2. Four members of staff are working towards a qualification at level 3.

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