

The Secret Garden Children's Nursery

Annandale House, 105 Eastgate Street, Gloucester, GL1 1PY



Inspection date

20 April 2018

Previous inspection date

20 August 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
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 in the toddler room do not consistently make precise assessments of children's development or use the information obtained to plan suitably challenging activities. They do not consistently meet children's individual learning needs as well as possible.
- Managers do not ensure all staff have a clear understanding of their teaching responsibilities, specifically in the toddler room. Some children do not benefit from consistently good enough learning outcomes to begin to reach their full potential.
- At times, staff do not give toddlers a clear understanding of what is happening now and next so that they can fully take part and cooperate with the nursery routines.
- Staff do not consistently share information about children's learning in detail with all parents to help promote highly successful continuity between the nursery and home.

It has the following strengths

- Staff are warm and friendly. They get to know children well. Children build positive relationships with staff and quickly become familiar with the environment.
- The environment is bright and well resourced. The curriculum is fairly broad and children access a variety of activities. Overall, children have fun and enjoy attending.
- Babies are developing well from where they started. Staff sensitively nurture babies and ensure they benefit from what they need.
- Pre-school children develop the skills they need to move on to school. Staff promote school readiness and work well with other providers to support a smooth transition.

What the setting needs to do to improve further

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

	Due Date
■ ensure all staff in the toddler room make precise assessments of children's development and use the information obtained to plan suitably challenging activities that help to meet their individual learning needs	20/07/2018
■ improve the performance management arrangements and ensure all staff gain a clear understanding of their teaching responsibilities, specifically in the toddler room, so that all children benefit from consistently good learning outcomes to begin to reach their full potential.	20/07/2018

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

- review the routines in the toddler room and give toddlers a clearer understanding of what is happening now and next so that they can fully take part and cooperate
- extend partnerships with parents and share two-way information about children's learning in even greater detail to promote highly successful continuity between the nursery and home.

Inspection activities

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

Inspector

Josephine Heath

Inspection findings

Effectiveness of the leadership and management requires improvement

The arrangements for the performance management of staff are not good enough. Managers do not make the most effective use of supervision to develop staff's teaching skills, specifically those working with toddlers. Nevertheless, managers supervise staff and ensure they benefit from some opportunities to upskill, such as safeguarding and first aid. This has a positive impact on care practices. The arrangements for safeguarding are effective. Managers ensure staff effectively implement a range of records and policies. Staff conduct daily risk assessment checks of the environment. Managers and staff understand child protection issues and know how to report any concerns. This helps to promote children's safety and welfare. Self-evaluation and monitoring are developing. Managers are reflective and aspire to continually develop and improve.

Quality of teaching, learning and assessment requires improvement

Overall, teaching is variable. Staff do not always accurately assess toddlers' abilities and plan activities that help to promote their good progress. Nevertheless, babies and pre-school children enjoy activities that promote their interests and extend their learning. For example, staff skilfully support their sensory play. They explore textured or noisy objects, rice and shaving foam. This helps to build on their understanding of the world. Staff share extensive information about children's education with a range of professionals. However, they do not always work as closely with parents. The nursery's special educational needs coordinators identify and provide support for children with additional needs. In the main, this helps them to continually progress well.

Personal development, behaviour and welfare require improvement

Weaknesses in teaching mean that staff do not support toddlers well enough to become highly motivated learners. Staff teach children to understand the behaviour boundaries. However, toddlers do not always follow routines, as staff do not give them a clear enough idea of what is happening now or next. Staff find out about children's cultures and religions. They help children learn about different celebrations and festivals. Children learn about tolerance and respect. Staff promote children's physical well-being. For example, they promote regular exercise. Children enjoy outdoor play. They play ball games, ride on wheeled vehicles, and negotiate obstacles and low-level climbing equipment.

Outcomes for children require improvement

Some children are not progressing as well as possible. This specifically refers to toddlers. Nevertheless, pre-school children are becoming keen learners. Pre-school children are confident and independent. They can make their own play choices and manage their care needs when they are ready. Pre-school children are kind and caring. They can share resources and take turns. Pre-school children are effective communicators. They can explain their wants or needs and express their ideas. Pre-school children are developing literacy and mathematical skills. They enjoy sharing stories with staff and experimenting with making marks in paint. They can sort objects by colour and count up to 10.

Setting details

Unique reference number	EY477661
Local authority	Gloucestershire
Inspection number	1132151
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	114
Number of children on roll	156
Name of registered person	The Secret Garden, Children's Day Nursery
Registered person unique reference number	RP908674
Date of previous inspection	20 August 2015
Telephone number	01452 552108

The Secret Garden Children's Nursery registered in 2014. The nursery employs 27 members of staff, including 26 who work directly with the children. Of these, 23 hold appropriate early years qualifications at level 2 or level 3, and one holds a degree in primary education. The nursery operates all year around. Sessions are available Monday to Friday from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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