

# Gardners Lane Children Centre Nursery

Gardners Lane Children Centre, Gardners Lane, Cheltenham, GL51 9JW



## Inspection date

26 April 2018

## Previous inspection date

22 September 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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

- Managers have a sound understanding of their key roles. They ensure staff adhere to the nursery's policies to help support good practice. Children's welfare is fully assured.
- Staff are kind, caring and sensitive. They get to know children and their families when they initially start at the nursery. Children settle in well.
- The environment is welcoming, bright and stimulating. Children are happy and enjoy attending. They are keen, eager and motivated to play, explore and ultimately learn.
- Overall, teaching is good. Staff plan interesting activities that help to promote the key next steps in children's learning. Children make good progress in their learning.
- Children who have special educational needs and/or disabilities benefit from targeted education plans and appropriate support. They progress well from where they started.
- Partnership working is incredibly strong. Staff work closely with parents, a range of professionals, the neighbouring school and other providers. This helps to promote continuity in children's care and education between everyone involved in their lives.

### It is not yet outstanding because:

- Children from some groups do not make consistently outstanding progress. Managers do not review the curriculum and children's attainment in the greatest depth.
- Managers do not make the best use of staff supervision and professional development, especially with newer staff. There is room to build on staff's confidence and disseminate more consistently excellent teaching practice.

## What the setting needs to do to improve further

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

- extend monitoring processes, and review the curriculum and children's progress in greater depth to help promote attainment of all groups of children at the highest levels
- enhance supervision processes and staff's professional development, especially for new staff, to help build confidence and disseminate more consistently excellent teaching practice.

### 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 records and documentation, and checked 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 is good

The arrangements for safeguarding are effective. The nursery is risk assessed indoors and outside. Staff conduct daily safety checks to ensure the premises, resources and equipment are suitable for use. Managers and staff have a strong understanding of safeguarding legislation. They can identify different signs or symptoms of potential child abuse or neglect, and know how to act on any concerns without delay. Managers supervise staff and ensure they benefit from different opportunities to upskill. This has a particularly positive impact on the quality of care they provide. Self-evaluation is good. Managers reflect well on the overall quality of the provision and set clear targets for development. This helps them to maintain at least good standards.

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

Staff make accurate observational assessments of children's abilities and use what they know to plan activities that meet their learning needs. Staff interact with children at their level. They show them how to use different resources and add explanations to their learning. For example, two-year-olds enjoy sensory play experiences, such as shredded paper, play dough, and water. This helps to extend their physical skills and understanding of the world. Pre-school children enjoy painting and role-play experiences, such as going shopping. This helps to extend their creative and imaginative skills. Children are developing the skills they need to transition on to school smoothly.

### Personal development, behaviour and welfare are good

Staff promote children's well-being effectively. Staff provide children with healthy snacks and talk to the children about the benefits of a good diet. Staff teach children about the importance of good hygiene, such as washing their hands after toileting and before eating. Staff encourage children to access fresh air and take exercise. Children particularly enjoy riding on or pushing around wheeled vehicles outside. Children behave well. Staff model positive behaviour and help children to adhere to the nursery's simple boundaries. The nursery is inclusive and staff foster a culture of respect. Staff value children's backgrounds, cultures and home lives. Children learn about their similarities and differences. They develop a positive self-image and a good sense of self-esteem.

### Outcomes for children are good

Overall, children make good progress in their development. Children are confident and independent. They can manage their self-care needs and they make choices about what they want to do. They participate fully in the nursery routines and enjoy small responsibilities, such as tidying up. Children are developing good social skills. They learn to play well with others, share and take turns. They particularly enjoy group games. Children are developing good communication, language and literacy skills throughout the nursery. For example, they listen attentively during group sessions and can express their thoughts or ideas. They also delight in sharing stories with staff or experimenting with drawing and early writing in the garden.

## Setting details

<b>Unique reference number</b>	EY474932
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	1071817
<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>	2 - 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Gardners Lane And Oakwood Federation Ltd
<b>Registered person unique reference number</b>	RP533459
<b>Date of previous inspection</b>	22 September 2014
<b>Telephone number</b>	01242252185

Gardners Lane Children Centre Nursery registered in 2014. The nursery employs nine members of staff. Of these, eight hold appropriate early years qualifications at level 3 or above, including one who holds early years professional status. The nursery operates term time only. Sessions are available Monday to Friday from 8.45am until 11.45am and from 12.30pm until 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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