

# The Garden Nursery Ltd

London Network Church, 131 East Acton Lane, London, W3 7HB



## Inspection date

Previous inspection date

9 July 2018

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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 managers and staff effectively monitor children's progress. Measures swiftly close any gaps in learning. This has led them to target mathematics, and children now use mathematical concepts securely in their play and daily routines.
- Partnerships with parents are good. The setting shares daily information with parents, updating them about their children's progress and achievements via photographs and instant messages, ensuring that parents are involved in their children's learning.
- Staff are positive role models. They manage children's behaviour calmly and encourage them to be polite, friendly and well mannered towards each other.
- Children play in a welcoming and engaging environment, and access a wide range of activities and resources. They confidently make choices and staff support them well in their play. All children make good progress.
- Children develop their physical skills well as they play in the large garden area. Older children gain a good understanding of risk during their activities. For example, through climbing apparatus and jumping on stepping stone logs, and they are keen to try new things.

### It is not yet outstanding because:

- At times, staff do not make good use of opportunities to consistently challenge the children's different abilities and thinking skills.
- The managers and staff do not work as closely as they could with all other settings that children attend, including schools, to better support children when they move on in their education.

## What the setting needs to do to improve further

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

- continue to monitor staff practice closely to help increase their skills, particularly in challenging children to think more critically and independently
- extend the partnerships with other settings that children attend, including schools, to better support children during their transition, so it is as smooth as possible and enhances their continued learning.

### Inspection activities

- The inspector spoke to the managers and other staff at appropriate times during the inspection.
- The inspector engaged with children at appropriate times during the inspection.
- The inspector observed staff's interactions with children during indoor and outdoor play, snack times and hygiene routines.
- The inspector engaged in a joint observation with the deputy manager.
- The inspector sampled various documents, including risk assessments, the self-evaluation form, children's records and parent questionnaires.

### Inspector

Claire Hunt

## Inspection findings

### Effectiveness of the leadership and management is good

The managers have a clear vision for the nursery. They use feedback from staff, parents and children effectively to identify and develop areas for improvement. For example, children show that they often have a stronger relationship with a member of staff other than their key person, leading the managers to review the key-person system and strengthen children's close bonds with staff. Safeguarding is effective. Staff and the managers are aware of who to escalate safeguarding concerns to, and of their responsibility to keep children safe. Comprehensive risk assessments are in place and staff ensure the premises are suitable, safe and secure. The managers prioritise staff development and support staff well to increase the quality of their teaching. Managers have high expectations for children, with clear goals to enable children to not only meet but also exceed expectations.

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

Staff draw on children's interests to promote their learning well. For example, children observe caterpillars gradually turn into butterflies and staff use this effectively to develop children's skills in language, understanding of the world, and art and design. Children join in play alongside staff who are engaging and enthusiastic. For example, staff draw on the younger children's interests of building a wall with play bricks and help them to link this to Humpty Dumpty, singing the song with them to develop their language and mathematical skills. Staff support children's creative skills well. For example, older children use different tools, such as scissors, glue and clay to make creative models and babies enjoy exploring paint using different tools to make marks. Staff use their thorough observations to accurately assess children's skills and abilities, and to plan for their next steps in learning effectively.

### Personal development, behaviour and welfare are good

Staff are warm and nurturing, and know the children well. For example, staff gather a great deal of information on babies from parents, including their routines, likes and dislikes, to plan settling-in sessions effectively, tailoring them to the needs of the child. As a result, children are happy and confident, and have a strong relationship with their key person. Staff provide a stimulating environment that keeps children well motivated and engaged using a broad range of activities and teaching techniques to capture children's interest in learning. For example, staff used puppets to play against older children in a board game to develop logical thinking, which they greatly enjoyed.

### Outcomes for children are good

Children with additional needs receive prompt and good support to help them achieve well from their starting points. Children are confident and motivated due to the rich learning experiences provided by staff. They have a positive first experience of learning, which prepares them well for the next step in their learning, including going on to school. Babies confidently explore their environment, and all children have good social and communication skills. They are active learners who concentrate well.

## Setting details

<b>Unique reference number</b>	EY542148
<b>Local authority</b>	Ealing
<b>Inspection number</b>	1082658
<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
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	72
<b>Number of children on roll</b>	121
<b>Name of registered person</b>	The Garden Nursery (London) Limited
<b>Registered person unique reference number</b>	RP542147
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	02087407685

The Garden Nursery Limited registered in 2017, although a previous setting of the same name has been registered on the premises since 2013. The setting operates from the premises of London Network church in Ealing, London. The nursery is open from 8am until 6pm, Monday to Friday, 51 weeks a year. One of the two owners, who both work in the nursery, is the assistant manager and has qualified teacher status, as do two other members of staff. A further two members of staff hold degrees in Early Childhood Studies, one member of staff has a relevant masters degree, 15 members of staff have level 3 qualifications and six members of staff are working towards this. The setting receives funding to provide free early years education for two-, three- and four-year-old children.

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