

<b>Inspection date</b>	18 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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

### The provision is good

- Partnership with parents is strong. They speak highly of the dedicated and inspiring nursery manager and her team. Staff work closely with parents, sharing information with them to support their understanding of how children's learning can be further supported at home.
- Staff are caring, sensitive and responsive to children's needs. There is a well-established key-person system which enables children to form secure relationships. This helps to promote children's emotional well-being.
- The well-resourced nursery is set within a beautiful outside space. Children have plenty of opportunities for fresh air and exercise. They play confidently in the spacious garden each day, practising and refining their physical skills. For example, they climb up steps, dig in the sand pit and negotiate their way through the musical maze.
- Staff effectively support children's communication and language skills. They introduce new words for children to copy, such as 'rake'. This encourages children to extend their vocabulary. Children make good progress in their learning.

### It is not yet outstanding because:

- On occasion, staff do not follow the children's interests consistently enough and their play is interrupted by daily routines.
- Staff do not consistently support children to fully understand why their behaviour is not acceptable and build on skills about sharing and turn taking.

## What the setting needs to do to improve further

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

- review and improve how daily routines allow children to develop their own interests
- build further on opportunities for staff to develop their practice so they are highly responsive in supporting children's good behaviour.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and she looked at relevant documentation.
- The inspector spoke to several parents as they arrived at nursery and took account of their views.

### Inspector

Anna Hindhaugh-Feldman

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. All staff have a good understanding of how to identify a child who may be at risk of harm. They know the action to take to report such concerns. Recruitment and vetting procedures are robust. New staff complete a thorough induction process to ensure that they understand their roles and responsibilities. The manager is ambitious for her nursery and continually assesses the quality of staff interactions with children. She provides regular supervision sessions and opportunities for staff to attend training courses to help support their continued development. For example, staff have recently been on communications and language training to support children who speak English as an additional language. The manager evaluates the quality of the nursery well and seeks the views of staff and parents to make future improvements.

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

The quality of teaching across the setting is good. Staff are knowledgeable and have an in-depth understanding of children's individual needs. They provide all children with an exciting range of activities and experiences that enables them to develop new skills. For example, children learn to make their own play dough using a picture recipe card. Staff effectively use information from parents to assess children's starting points accurately. They observe and track children's progress well. The manager and staff analyse the assessments and quickly identify any gaps in children's learning. Where children are identified as requiring additional support, staff develop individual support plans. Staff play alongside children to extend their communication and language skills. Children learn new words, share their ideas and communicate confidently. Staff nurture and develop children's imaginations well, they encourage children's family-based role play and talk about the arrival of a new baby.

### Personal development, behaviour and welfare are good

Good settling-in procedures are in place for new children and parents. They quickly build bonds with their key person, which help children feel safe and secure. Staff are good role models and are kind and considerate towards each other and the children. They help children to manage conflicts and support good manners. Children develop an understanding of a healthy lifestyle. They enjoy healthy snacks and have ample opportunities to get exercise. Children learn about different cultural festivals throughout the year that are familiar and unfamiliar to them. This helps support their knowledge of the world around them.

### Outcomes for children are good

All children, including those who are in receipt of funded education, make good progress in their learning and development. They are confident learners and are keen and eager to attend nursery. All children are well prepared for their eventual move on to nursery and school. Children listen well as staff read stories and demonstrate good recall about what will happen next. They are beginning to identify numbers in the environment and have regular opportunities to explore these through daily routines.

## Setting details

<b>Unique reference number</b>	EY551437
<b>Local authority</b>	Camden
<b>Inspection number</b>	10081664
<b>Type of provision</b>	Sessional day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	16
<b>Name of registered person</b>	Flintnursery Ltd
<b>Registered person unique reference number</b>	RP551436
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	442077223812

Secret Garden registered in 2017. The pre-school is situated in Belsize Park, in the London Borough of Camden. The pre-school opens Monday to Friday, from 9.30am to 12.30pm, during term time. The pre-school has five members of staff, three of whom hold appropriate early years qualifications at level 3 and above. The pre-school provides funded early years education for children aged 2 years old.

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