

# Hidden Garden Day Nursery & Pre-School

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



<b>Inspection date</b>	5 December 2018
Previous inspection date	28 March 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires improvement	3
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

### This provision is good

- The manager and provider have worked consistently to lead improvements since their last inspection. Their close evaluation of the nursery, their detailed plans and the support of local advisers has helped them implement good-quality practice.
- Children are well cared for by friendly and caring staff, who spend good-quality time supporting them in their activities. Children build particularly beneficial relationships with their key person. Children are settled and happy and grow in confidence.
- Staff involve children in the routines of the nursery and teach them to take pride in doing things for themselves. Staff support children's understanding and skills effectively. For example, children learn hygiene practices, they help clean tables, eagerly wash their hands before meals and when cooking, and help prepare snack.
- Staff very sensitively encourage babies and young children to share and take turns with toys, and to learn to appreciate the company of others. For instance, babies enjoy social mealtimes and playing peek-a-boo with staff. Older children play games with their friends and begin to show thoughtful behaviour towards others.
- Key persons use accurate observations and assessments to clearly identify the next steps in children's learning and build on what they already know. Children gain the skills they will need for their future learning and their eventual move on to school.
- Staff do not consistently share information with parents about their child's next steps in learning, to further support learning at home and a consistent approach for children.
- Staff in the pre-school room do not fully support children's attention and listening skills during planned group activities.

## What the setting needs to do to improve further

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

- enhance the sharing of information with parents about their children's learning
- extend the support children receive during planned group activities to develop children's listening, attention and involvement further.

### Inspection activities

- The inspector observed activities in all of the play rooms, the outside learning environment and conducted a joint observation with the manager.
- The inspector held a meeting with the manager and provider of the provision. She spoke to staff and children throughout the inspection when appropriate.
- The inspector looked at children's assessment and planning documentation, the setting's risk assessment and safety records.
- The inspector checked evidence of suitability and qualifications of staff working within the setting, the provider's evidence of self-evaluation and a range of other documentation.
- The inspector took account the views of parents spoken to on the day and by reading a number of comments on messages given to the manager.

### Inspector

Rachel Howell

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff understand what to do if they are worried about the children in their care. They follow procedures and risk assessments efficiently to ensure children receive good care and are safe. The manager has improved the monitoring of the educational programmes and the quality of teaching. She leads the ongoing supervision of staff, supporting their professional development closely. She liaises with external professionals to help staff to complete early years qualifications. The manager encourages staff to undertake a range of training. She ensures new knowledge is used to enhance practice further, such as challenging older children to develop their skills with letters and sounds. Staff work well with parents, other providers and external agencies to help children get the support they need.

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

Staff get down to the children's level and adeptly inspire their exploration and develop their skills. For instance, babies excitedly press buttons and copy the 'pop' sound the staff offer, as the animal pops up out of the toy. Staff ask children probing questions to encourage children's language and thinking. Young children talk about the different ingredients during cooking activities. They recognise numbers on the simple recipe and count items, such as eggs correctly. Older children's interests are well supported. Staff offer resources to help develop children's play with toy cars, for example. Children create ramps and staff skilfully extend children's learning as they encourage them to measure how far their cars have travelled.

### Personal development, behaviour and welfare are good

New babies and children receive sensitive help to settle. Staff are patient and calm, and children thrive on the individual attention that they receive. Staff set up the all-weather garden with stimulating activities and resources. Babies and children are inspired to be active in the fresh air. Babies eagerly investigate, relishing the low-level activities they encounter as they crawl about in wet-weather suits. Older children enthusiastically develop their physical skills. For instance, they excitedly play hide-and-seek with staff. They cooperate well to work effectively in parachute games and giggle as they toss balls into the air.

### Outcomes for children are good

Children make good progress, including those who speak English as an additional language and those for whom the nursery receives additional funding. Children's literacy skills develop well. For example, babies enjoy snuggling with staff to enjoy the pictures in chunky board books and learn to turn the pages. Young children are inspired to explore making marks and creating shapes with interesting materials, such as frozen paint blocks and cooked spaghetti. Older children knowledgeably name items that begin with the pre-school's letter of the week. They persist with self-chosen tasks, such as to draw around their hand. Babies and children learn positive attitudes and dispositions towards learning and developing their skills. Children with special educational needs and/or disabilities and those that require additional support have good opportunities to reach their potential.

## Setting details

<b>Unique reference number</b>	EY547218
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10084850
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Westwell, Victoria Jane
<b>Registered person unique reference number</b>	RP547217
<b>Date of previous inspection</b>	28 March 2018
<b>Telephone number</b>	01761 568188

Hidden Garden Day Nursery and Pre-School registered in 2017. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications ranging from level 2 to 4. The nursery opens from Monday to Friday all year round, excluding public holidays. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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