

Garden House Nursery

18a, St. Nicholas Street, IPSWICH IP1 1TJ



Inspection date	4 December 2018
Previous inspection date	Not applicable

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

This provision is good

- The manager is enthusiastic and passionate. She evaluates the quality and standards of the nursery accurately. The manager maintains a detailed development plan to drive improvements with input from staff and parent feedback. She has successfully addressed the recommendations from the previous report.
- Staff plan interesting activities to complement the engaging environment they provide for children daily. For example, to support children's spatial awareness, they play a fun game outdoors where children choose which direction to go in the garden.
- Children form good bonds with staff and in particular their key person. This helps them to settle swiftly become familiar with the routines and feel secure. Staff communicate effectively with parents. This ensures that children's individual care needs are met.
- Children develop good communication and language skills and a love of books. Younger children listen to staff reading a story during group activities and older children independently select books to look at with their friends.
- Parents comment on the supportive, friendly staff. They appreciate the help staff give during potty training and the nutritious meals their children enjoy each day. Parents report how easily their children settle on entry and how happy they are to attend.
- Staff do not always promote effective strategies to engage parents in extending their children's learning at home.
- Supervision arrangements to enhance staff's professional development are not consistent in focusing sharply enough on raising practice to the highest level.

What the setting needs to do to improve further

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

- strengthen opportunities for sharing ideas and activities with parents to further support and extend their children's learning at home
- provide incisive coaching and enhance supervisory meetings to promote staff's professional development and increase the potential to deliver the highest quality provision.

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 held a number of discussions with the manager. She looked at relevant documentation including children's learning records and reviewed evidence of the suitability of all persons working on the premises.
- The inspector completed a joint observation of an activity and evaluated this with the manager.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector took account of the views of parents through written feedback provided.

Inspector
Kate Oakley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff have a strong understanding of safeguarding and child protection to keep children safe. They know the procedures to follow if they have concerns about the welfare of children in their care. The manager uses robust recruitment procedures to check the suitability of staff. Newly appointed staff are supported well to settle in and learn the routines, expectations and processes of their role. This has a positive impact in promoting the continuity of children's experiences. The manager welcomes support from external agencies, such as the local authority, to secure staff training and specialist advice. Managers regularly monitor assessments of children's learning to identify gaps. They use this information to plan staff training to choose new resources or equipment and to put support in place to promote children's continued achievements.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's progress and use this information to plan achievable next steps for children's learning. They also communicate their plans with their colleagues so that all staff can help to support children's development. This consistently addresses any gaps in children's learning. Children benefit from the specialist training staff attend, such as sign language. This has a positive impact on children's engagement and supports their access to all activities. Staff respond warmly and sensitively to babies' vocalisations and facial expressions. This supports babies' developing language skills and promotes their emotional well-being.

Personal development, behaviour and welfare are good

Staff promote children's independence. For example, they teach children key self-care skills, such as how to put on their shoes and coat. Additionally, staff encourage children to choose and serve themselves cereals, fruits and drinks at snack times. Staff use clear systems to ensure dietary requirements are met and children are supervised appropriately while using the stairs to the garden. This helps to keep children safe and promotes their welfare. Staff encourage children to think about possible hazards and help to make the room safe. For example, they help to put high-visibility stickers on steps and talk about the rules for going outside safely. Children also help to tidy. They use a dustpan and brush successfully to sweep up rice. Staff are good role models. They speak to each other warmly and offer children help where needed.

Outcomes for children are good

All children, including those with special educational needs and/or disabilities, make good progress. They develop a range of key skills which supports their readiness for future learning at school. Older children talk readily about their ideas and actions. They are confident to ask questions that extends their understanding. Younger children explore their environment and show interest in rhymes. Children delight in messy play and creative opportunities, such as painting, drawing and modelling with dough.

Setting details

Unique reference number	EY537025
Local authority	Suffolk
Inspection number	10079191
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	53
Number of children on roll	68
Name of registered person	Garden House Nurseries
Registered person unique reference number	RP537024
Date of previous inspection	Not applicable
Telephone number	01473281616

Garden House Nursery School registered in 2016. The nursery employs 15 members of childcare staff. Of these, 13 hold relevant early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. It is closed for a week at Christmas and bank holidays. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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