

Green Garden Child Care Bitterne

Bitterne Manor Community Centre, 48-50 Vespasian Road,
SOUTHAMPTON SO18 1AX



Inspection date	22 January 2019
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Inadequate Not applicable	4
Effectiveness of leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision is inadequate

- The provider does not follow the correct procedures for reporting child protection concerns and allegations against staff. This has a significant impact on the ability for staff to ensure children's welfare.
- Staff do not supervise children well enough. They do not take effective action to minimise risks in the indoor and outdoor environment. This compromises children's safety.
- The provider does not ensure the premises meet the requirements of health and safety legislation. For example, the temperature in the playroom is not maintained at a suitable level.
- The arrangements are not fully in place to support children with special educational needs and/or disabilities.
- The quality of teaching and learning is variable. The planning of the educational programme is not fully effective. Staff are not consistently clear on the learning intentions and how to carry out effective activities to fully challenge and motivate children.
- Self-evaluation and the monitoring of staff teaching practice are not regular or robust enough to initiate effective improvement.

It has the following strengths

- The staff engage with parents well. They offer good communication at handover time about children's care and learning activities.
- The staff focus on outdoor play and outings in the community. This helps support children's physical development and understanding of the world.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure the setting's policy and procedures on child protection are implemented effectively to safeguard children, with reference to systems for recording and reporting concerns about children and allegations about adults	01/02/2019
ensure that children are adequately supervised	01/02/2019
take all reasonable steps to ensure that children are not exposed to risks and hazards are removed or minimised	01/02/2019
ensure the premises meet the requirements of health and safety legislation, with regard to a suitable room temperature	01/02/2019
ensure arrangements are in place to support children with special educational needs and/or disabilities	01/03/2019
improve the quality of teaching and the planning of play activities to ensure children receive good levels of challenge which precisely match their learning needs.	01/03/2019

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

- strengthen the systems for self-evaluation to accurately identify key weaknesses and to continually target new areas for improvement
- monitor staff's teaching skills more closely to help raise the children's learning outcomes.

Inspection activities

- The inspector took account of the views of parents spoken to on the day and talked to children.
- The inspector observed children's play and learning activities and went on a local walk with staff and children.
- The inspector carried out a joint observation with the deputy manager.
- The inspector held a leadership and management discussion with the deputy manager and had a telephone conversation with the provider. The inspector looked at relevant documentation.

Inspector
Lorraine Wardlaw

Inspection findings

Effectiveness of leadership and management is inadequate

Since registration, the provider has failed to evaluate and monitor the quality and standards across the nursery and put right what needs to improve. Safeguarding is not effective. The provider does not meet legal requirements in relation to child supervision, following correct safeguarding procedures and carrying out risk assessments. However, staffing arrangements and adult-to-child ratios are met. Staff retention since the opening of the nursery has not been good. The arrangements to support children with special educational needs are not effective because the coordinator lacks training and knowledge. However, staff have a suitable induction and meetings with the provider to discuss and plan their personal development.

Quality of teaching, learning and assessment requires improvement

Staff observe children as they play to help assess their developmental progress. However, they do not use the information effectively to plan the environment and activities in order to engage the children successfully. This means that children, at times, wander around unmotivated. Staff's interaction with children is variable. Some staff get involved in play and encourage conversation but, overall, staff do not model language and introduce new words consistently enough. For example, children enjoy their regular walk to the river to feed and talk about the swans. However, staff do not pick up on what children say or notice in the environment and effectively extend their learning. Children enjoy exploring paint using paintbrushes and large stones. The staff set up water for children to investigate and handle resources.

Personal development, behaviour and welfare are inadequate

Children's welfare is compromised due to inadequate safeguarding measures. Staff fail to carry out effective safety checks, such as making hazardous liquids inaccessible to children and removing muddy rain water in a boat which children climb into. The staff monitor the temperature of the room but fail to act when it drops below a comfortable level. This affects children's day-to-day care. The staff know the children well and have a generally good understanding of their needs. Children are happy, settled and show good relationships with staff. They demonstrate behaviours according to their age and stage of development, and staff manage them appropriately. Children's nutritional needs are suitably met. They enjoy the lunchtime routine of sitting together to eat and help cut up their healthy snacks. Children play outdoors, receiving plenty of fresh air and exercise daily.

Outcomes for children require improvement

Although children enjoy their time at the nursery, they do not make the best possible progress in their development. Children learn some skills to help them prepare for starting school. For example, they count and talk about how many children are sitting down to lunch. This helps to support their mathematical development. Older children show visitors how they can manage tasks independently, such as doing up a zip. Staff work effectively with parents to help children become toilet trained.

Setting details

Unique reference number	EY544707
Local authority	Southampton
Inspection number	10092030
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 8
Total number of places	20
Number of children on roll	22
Name of registered person	Green Garden Child Care Limited
Registered person unique reference number	RP544706
Date of previous inspection	Not applicable
Telephone number	02380 220720

Green Garden Childcare Bitterne registered in 2017. The setting is open Monday to Friday all year round from 7.30am until 6pm. The provider/manager holds a qualification at level 3 and employs three members of staff, two of whom are qualified to level 3 and 4. The nursery receives early education funding for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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