

The Secret Garden Children's Nursery

Annandale House, 105 Eastgate Street, Gloucester GL1 1PY



Inspection date	11 March 2019
Previous inspection date	20 April 2018

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Requires improvement	3
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- Managers do not help staff working with the older children or those who need extra support, to ensure they have accurate information about what these children can do at the start and through ongoing assessment. This does not help them monitor or plan effectively for all children's learning and development. Children do not make the progress of which they are capable.
- Staff do not organise group times well. For example, staff working with the older children do not help them to make clear choices about how they can join in these activities or encourage them to listen well.
- On occasions, staff do not support the quieter, younger children to join in with activities or provide them with help to sort out disputes, to develop their learning further.
- Staff do not make the most of opportunities to extend children's learning and development outdoors.

It has the following strengths

- Managers support staff well to build good relationships with children and parents. Staff share regular information with parents and adapt settling-in times so children become familiar with them and settle quickly. Children feel safe and are confident to explore the play spaces.

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
improve assessments for older children and those who have special educational needs and/or disabilities, to make sure staff have accurate information to plan effectively for all children's learning and development.	19/04/2019

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

- improve the organisation of group activities to make sure children receive consistent messages and know what is expected of them, and to help them to listen and engage well
- provide more consistent support for the quieter, younger children and help staff to understand when to step in to offer support and extend their learning and development
- improve the use of the outdoor play spaces to provide more opportunities for children to learn through exploring and experimenting in all outdoor activities more effectively.

Inspection activities

- The inspectors observed the quality of teaching indoors and outdoors. They talked to staff and children at appropriate times.
- The inspectors took into account the views of parents spoken to on the day of the inspection and through responses to questionnaires.
- The lead inspector carried out a joint observation with the manager of an activity for the younger children, and the second inspector carried out a joint observation with the manager for the older children.
- The inspectors had a leadership and management meeting with the manager, deputy manager and area manager.
- The inspector looked at samples of paperwork, including policies for safeguarding, complaints, accident and medication, staff qualifications and children's records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of leadership and management requires improvement

Managers have reflected on the actions from the last inspection and have made changes to help improve staff's understanding of their roles and responsibilities. For example, staff working with the toddlers have completed training on supporting two-year-olds and are planning activities more effectively for these children. However, staff working with older children and those who may need extra support sometimes miss gathering sufficient information to help them plan well for their individual needs. These children do not make as much progress as possible. Managers and staff have improved the way they communicate with parents. For example, they have organised courses for parents to explain the way staff teach the children, and invite them into the setting to speak with their child's key person. Safeguarding is effective. All staff know how to keep children safe and what they need to do if they have concerns about the welfare of a child.

Quality of teaching, learning and assessment requires improvement

Staff do not teach children consistently well. For example, staff working with the older children do not engage them effectively to help them listen well at group times. Some children become bored or restless and cannot concentrate as the activity is too long. Staff working with the younger children encourage some to try filling and emptying containers with mud. However, they miss opportunities to support the quieter children who are watching and do not invite them to join in, to help extend their learning. Babies have fun exploring musical toys and mirrors. For example, they laugh as they shake the rattles and stare at themselves in mirrors, reaching out to touch the reflection of their eyes, nose and mouth.

Personal development, behaviour and welfare require improvement

Staff prepare children for their move into school and encourage their independence well. For example, children learn to use knives and forks at lunchtime to eat their food and put their coats and shoes on to go outdoors. Staff working with very young children engage well with them as they change their nappies and encourage positive personal care practice. For example, they talk with children and remind them to wash their hands afterwards. Staff encourage children to take turns, for example when waiting to take a piece of fruit for snack. However, staff sometimes do not support children's behaviour well. They do not always see when children want the same toy and do not help them to share well.

Outcomes for children require improvement

Children enjoy being outdoors and being active. Pre-school children rush around pedalling tricycles, toddlers have fun chasing bubbles, and younger children show how they can climb the steps to the low slide and then go down. However, staff do not make the most of opportunities to encourage children to experiment and to extend their ideas or problem-solving skills as well as they could. For example, by counting the number of bubbles, or encouraging them to explore the other activities outdoors, to support their learning further.

Setting details

Unique reference number	EY477661
Local authority	Gloucestershire
Inspection number	10089377
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	0 - 4
Total number of places	114
Number of children on roll	148
Name of registered person	The Secret Garden, Children's Day Nursery
Registered person unique reference number	RP908674
Date of previous inspection	20 April 2018
Telephone number	01452 552108

The Secret Garden Children's Nursery registered in 2014 and is situated in Gloucester. The nursery offers care from 7.30am until 6pm, Monday to Friday, all year round. It employs 27 members of staff. Of these, one holds early years professional status, one holds an appropriate childcare qualification at level 6, 16 hold appropriate childcare qualifications at level 3, and five hold appropriate childcare qualifications at level 2. The nursery provides funded early education for two-, three- and four-year-old children.

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