

# Secret Garden Day Nursery

3 Barton Villas, Dawlish, Devon EX7 9QJ



<b>Inspection date</b>	5 June 2019
Previous inspection date	11 April 2016

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

- Staff support children's emotional development well. For example, staff sensitively encourage children to think about how their actions impact on others' feelings. Children are well behaved and show consideration for each other and their environment.
- Staff work well with other professionals to support children, including those with special educational needs and/or disabilities, to make good progress in relation to their starting points.
- Parents are very happy with the nursery. They say communication is good and staff are committed and helpful. Staff work hard to develop and maintain good relationships with parents.
- Staff support children to develop skills that help them to become independent at an early age. Older children learn to serve themselves fruit at snack time and to serve themselves drinks, pouring milk carefully from jugs into cups.
- The staff are keen to further their skills and knowledge. For example, many have recently started undertaking higher level qualifications.
- Some staff do not pitch activities at an appropriate level to offer suitable challenge to children that maintains their attention and engagement.
- Occasionally, staff do not follow and respond to children's emerging interests to allow for greater spontaneity in their play and extend each child's thinking and learning even further.

## What the setting needs to do to improve further

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

- provide further support for staff to develop their understanding of how to provide appropriate challenge in activities for all children that meet their individual needs and interests
- enhance the way staff respond to children's emerging interests to enable children to be more spontaneous in their play and extend their learning.

### 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 talked with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation of an activity with the manager of the nursery.
- The inspector held meetings with the owner and manager. She looked at relevant documentation, including risk assessments and policies, and saw evidence of staff suitability checks.
- The inspector spoke to parents during the inspection and took account of their views.

**Inspector**  
Gemma Rolstone

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager and her team understand their roles and responsibilities. They know how to record and report child protection or safeguarding concerns to help keep children safe. Systems for reviewing staff performance are in place and staff have regular opportunities for training. The manager monitors individual and groups of children's overall progress, ensuring any gaps in learning are quickly identified and addressed. The manager demonstrates an understanding of the importance of partnership working and has developed good links with health and other professionals involved in children's lives. Staff make the most of these partnerships to help children achieve well.

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

Staff carry out observations and assessments of children's learning and use this information to plan for their next steps in learning. Babies show good levels of engagement during their play and readily select resources to lead their own play. For instance, they are curious about the rotation of the wheel in the water tray. They move it back and forth to see what happens. Toddlers have good opportunities to use their voices. Staff talk to them as they play and listen with interest as they recount their recent family trip on a train. Staff support all children's communication attempts well. They model and rephrase language, which helps develop children's spoken language and understanding. Staff use language trackers to record and assess children's vocabulary. This helps them to make swift interventions where gaps are identified.

### Personal development, behaviour and welfare are good

Staff use praise well to help children recognise their strengths and support them to overcome any difficulties. For instance, children who are reluctant to wash their hands before snack are sensitively spoken to about why it is important. Staff go with them to model good handwashing and offer genuine praise when they cooperate. Older children are very active and enjoy their time in the large outdoor space. They enjoy climbing, digging and balancing on the equipment available. This helps support their physical development and large-muscle skills. Staff support children's well-being and resilience well. For example, they share 'wow moments' that mark children's progress and celebrate their achievements regularly with parents, and hold weekly yoga sessions for older children. Children and babies are settled and develop strong attachments with staff, which support their emotional well-being successfully. Babies enjoy cuddles from staff. Children actively enjoy spending time with their key person. For instance, toddlers confidently say to adults 'please can I play with you?'

### Outcomes for children are good

Children are very welcoming to visitors, and many of the children show curiosity and an interest in what others are doing. Children are developing a positive sense of themselves and others. For example, older children chat about what they are wearing. They are delighted when they realise they are all wearing similar shoes, exclaiming 'we are all wearing sandals so we must have to be friends!' Children are well prepared for their next stage in learning, including their eventual transition to school.

## Setting details

<b>Unique reference number</b>	EY456031
<b>Local authority</b>	Devon
<b>Inspection number</b>	10075315
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Earp, Tejaswini
<b>Registered person unique reference number</b>	RP511767
<b>Date of previous inspection</b>	11 April 2016
<b>Telephone number</b>	01626 862 862

Secret Garden Day Nursery registered in 2012. The privately-owned nursery occupies a large, converted Victorian property in Dawlish in Devon. The nursery is open Monday to Friday, from 8am to 6pm, all year round. It receives funding for early education for children aged two, three and four years. The nursery employs nine staff, including support staff, of whom six hold relevant childcare qualifications at level 3 or above.

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