

Inspection of The Secret Garden Children's Nursery

Annandale House, 105 Eastgate Street, Gloucester GL1 1PY

Inspection date:

6 September 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Children do not make the progress of which they are capable. Weaknesses in teaching mean that staff miss opportunities to extend children's learning and respond to their interests. Staff do not encourage children to be involved in activities or daily routines, which are unorganised and chaotic. Children do not learn self-control and their poor behaviour has a negative impact on their concentration and learning. At the inspection, older children were unable to sit and focus on a short story. They fidgeted and rolled around on the floor, ignoring staff's requests to sit up. While staff in the baby room know the children well and meet their care needs successfully, this is not consistent throughout the nursery. Staff working with older children do not know them well enough to engage them in meaningful learning or to give them the support they need to prepare them for future success. Children often walk around with little or no interaction from staff. Those who speak English as an additional language or children with special educational needs and/or disabilities (SEND) are not given the support needed to help them to build relationships and communicate appropriately with their peers. Children enjoy using the well-resourced garden areas throughout the day and staff supervise them well.

What does the early years setting do well and what does it need to do better?

- Leaders and managers have made insufficient progress in tackling all identified weaknesses from the last inspection. They have not ensured that staff have accurate information to plan effectively for children's learning and development, especially for those children with SEND. Staff do not use the information that is gathered from assessment successfully to build on what children know and can already do. For example, they do not fully understand individual plans, progress checks for children aged two or each child's next steps, and do not use these to reduce gaps in learning promptly. Staff working with older children do not know them well and do not have high expectations of what they can do or understand what they need to do next. As a result, these children are not well prepared for the next stage of their learning and eventual move on to school.
- Staff do not support children with SEND or those who speak English as an additional language effectively. They do not provide them with the additional support needed to engage in activities, develop friendships and build on their communication and language skills further.
- Leaders and managers do not ensure that the key-person system is effective for toddlers and pre-school children. Some staff are not aware of who their key children are and do not review information promptly as children move between rooms in order to meet their needs effectively. Older children do not receive the support that they need to feel secure or to develop a positive attitude to learning and make good progress from their starting points.

- Leaders and managers do not use monitoring and training effectively to raise the quality of teaching and staff's interactions with children. They observe staff's practice and encourage them to take part in training. However, what staff learn at training is not shared or used effectively to improve the quality of teaching. Staff's practice remains weak. For example, during planned activities staff fail to challenge children, provide limited resources and do not encourage children's creativity. They fail to build on children's vocabulary and develop their communication and language skills.
- Staff do not have high expectations of children's behaviour. They do not help children to manage their behaviour, understand expectations or manage conflict independently. Staff do not take appropriate action to help children to learn a sense of right and wrong. For example, during snack time children pushed each other, fought over cups and continued to stand up and walk around the room while they were eating. Staff watched and told them to stop but did not help them to understand how to behave appropriately and safely.
- Parents are happy with the care that their children receive. They feel that staff are supportive of their families' needs.
- The nursery is clean and staff follow appropriate hygiene practices.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a suitable understanding of how to identify and refer concerns about children's welfare. Leaders and managers ensure that staff take part in regular safeguarding training, and procedures to deal with any concerns are discussed and reviewed at staff meetings. The manager checks staff's understanding on a daily basis by asking them questions about protecting children. Staff are taking part in additional designated safeguarding lead training to help them support children and work with professionals. Staff carry out risk assessments to identify and minimise any hazards to help them provide a safe environment for children.

What does the setting need to do to improve?

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

	Due date
put effective measures in place to support the development of children with SEND and those who speak English as an additional language	23/09/2019
make better use of the key-person system to support toddlers and pre-school children	23/09/2019

provide staff with the support needed to raise the quality of their teaching and interactions with children to help every child make the best possible progress	23/09/2019
ensure that staff give children the support needed to learn to manage their feelings and behaviour appropriately.	23/09/2019

Setting details

Unique reference number	EY477661
Local authority	Gloucestershire
Inspection number	10101536
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 to 4
Total number of places	114
Number of children on roll	65
Name of registered person	The Secret Garden, Children's Day Nursery
Registered person unique reference number	RP908674
Telephone number	01452 552108
Date of previous inspection	11 March 2019

Information about this early years setting

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 15 members of staff. Of these, two hold an appropriate childcare qualification at level 6, seven hold appropriate childcare qualifications at level 3, and three hold appropriate childcare qualifications at level 2. The nursery provides funded early education for children aged two, three and four.

Information about this inspection

Inspectors

Victoria Nicolson
Rachael Williams

Inspection activities

- The inspectors had a tour of all areas of the nursery.
- Joint observations were carried out by the manager and the lead inspector.
- The inspectors held discussions with staff, children and parents at appropriate times throughout the day.
- The inspectors looked at a sample of the nursery's documentation, including evidence of staff's suitability and training.
- A meeting was held between the lead inspector and the leadership team.

We carried out this inspection 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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