

Inspection of Garden House Nursery School

50 Gloucester Road, KINGSTON UPON THAMES, Surrey KT1 3RB

Inspection date: 8 June 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children have continued to attend nursery following the first lockdown during the COVID-19 (coronavirus) pandemic. Supportive arrangements for new children enable parents to gradually settle their children with staff to develop happy and secure relationships. Children arrive happily in the morning, as staff greet and warmly welcome them. Staff take children's temperatures, record these and help them sanitise their hands as they come in. The quality of teaching is variable in different areas of the nursery. In the pre-school room, staff do not set clear expectations around children's behaviour. This means some children find it difficult to engage successfully in activities and understand what it is that the staff want them to learn. In baby, toddler and kindergarten areas, staff focus and plan interesting activities to support children's emerging physical, personal and social skills. The outside garden is a fun and interesting area for children to enjoy, explore and play.

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

- Children are happy and enjoy coming to nursery. Babies and toddlers settle with ease with their familiar adults who know and understand their needs well. This helps them feel safe and secure.
- Staff support children to learn to become independent and develop skills to take care of their own needs. During mealtimes, babies and toddlers finger feed and learn how to use cutlery, and two-year-olds pour water for their friends. In pre-school, children serve themselves and clear the table after themselves. They go to the toilet independently and wash their hands. Practising their self-help and care skills, as part of their daily routines, supports them to move on to their next stage of learning.
- In the main, staff promote children's communication and language well. Babies enjoy 'peek-a-boo' and laugh with staff as they play. Children enjoy looking at books for pleasure on their own, as well with staff, who sit and support their interest. Staff sing action nursery rhymes where children learn to associate words with actions, such as 'wind the bobbin up' and 'twinkle twinkle little star'. They collect key words for children who speak dual languages and use visual flash cards with those whose communication is delayed. On some occasions, staff do not expand on children's vocabulary during routines and activities.
- Staff in the baby, toddler and kindergarten areas plan children's activities well. Staff know what they want children to learn and plan activities to support their progress. For example, babies learn to crawl, sit and progress to using low furniture to move around. Toddlers develop their fine motor skills as they roll and squeeze play dough and use crayons and paintbrushes to make marks and develop their pre-writing skills. In pre-school, staff provide creative and interesting topics so children can learn about bees and where honey comes

from. However, they do not plan the curriculum effectively for individual children's learning. For example, during circle time, some children lose interest and some call out without listening to others and disturb their learning.

- Arrangements for staff coaching, mentoring and support are not fully effective. This is because staff evaluate their own practice without monitoring and managers do not place enough emphasis on their of quality of teaching.
- There have been recent changes in the senior management and some new staff in the team. The provider has recruited a new manager whose role will be to monitor staff performance. The manager is in the early stages of getting to know the families, children, staff and routines. However, she needs time to embed good practice and show impact. Parents commend staff and report enjoying looking at photos and videos via an electronic system and finding out about their children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

The provider has taken effective steps to make sure the premises, including the outside play area back gate, are safe and secure, to prevent any unauthorised adults entering. Staff supervise children appropriately to make sure they are within sight and hearing. Suitability checks ensure staff working with children are safe to do so. The manager and staff have a secure understanding of child protection and the procedures to follow should concerns arise. The provider has responded to confidential issues on a public platform, not making sure information is accessible only to those who have a right or professional need to know. However, this has not had an adverse affect on children's welfare.

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
help staff to improve the quality of teaching so that it is consistently good, including extending children's listening, speaking and comprehension skills	06/07/2021
provide support to staff to develop effective strategies to help children who struggle to regulate their behaviour	06/07/2021

make sure information about children is kept confidential and is accessible only to those who have a right or professional need to know.	06/07/2021
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Setting details

Unique reference number	EY360354
Local authority	Kingston upon Thames
Inspection number	10196541
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 at time of inspection	0 to 3
Total number of places	38
Number of children on roll	30
Name of registered person	The Stars Childcare Group Limited
Registered person unique reference number	RP521405
Telephone number	0208 5473216
Date of previous inspection	5 December 2018

Information about this early years setting

Garden House Nursery School, previously known as Stars Day Nursery, registered in 2007 and operates from Kingston upon Thames. It is open Monday to Friday from 7.45am to 6.15pm for 51 weeks of the year. The nursery employs 11 staff, all of whom hold early years qualifications, including three at level 6. It receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Seema Parmar

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- This inspection was risk assessed and brought forward because of concerns received.
- Parents spoke to the inspector and took into account their views.
- The inspector conducted a learning walk and joint observation with the manager, spoke with staff and held a meeting with the registered provider.
- The inspector reviewed documentation, including staff suitability, qualifications and first aid.
- The inspector observed children with staff both indoors and in the outside play area.

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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