

# Inspection of Country Garden Day Nursery

Uplands, Dunkerton, BATH BA2 8BR

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Inspection date: 11 August 2021

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

Weaknesses in leadership and management compromise children's welfare. The management team has failed to identify weaknesses in staff's understanding of all aspects of safeguarding and, as a result, staff are not equipped to keep children safe.

Children explore the play areas with interest. They interact happily together and learn to share and respect the needs of others. Babies respond positively to staff. They smile and babble happily, showing they feel safe in their care. Staff help babies learn well through their curiosity and exploration. For example, babies like to pull resources, such as a toy spider or baby doll, out of the 'song bag'. Staff sing songs relating to these toys and babies begin to bounce and move their bodies to the beat. Toddlers are keen to explore colour and texture. For example, they show great interest in the glittery colours they see at the bottom of the water tray. They push their hands through paint and experiment with mixing colours together. Pre-school children have fun pushing their toy cars down guttering onto a numbered track. They predict how far the cars will go and which numbers they will reach.

Staff are keen for children to learn through their play. They are clear about what they want children to learn and deliver this through a varied range of purposeful activities. During the COVID-19 (coronavirus) pandemic, staff used video calls to maintain contact with children and their families. Children benefitted from this continuity and, on their return to the nursery, they settled back in well.

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

- The management team does not monitor staff's knowledge and understanding effectively enough. Not all staff have a secure enough understanding of wider safeguarding issues to enable them to keep children safe. For example, some staff lack knowledge of the 'Prevent' duty and are not aware of how to recognise signs that may indicate that children are at risk of extremist views.
- Recruitment procedures are not robust. The management team does not complete the necessary checks to enable them to assess fully the suitability of all staff to work with the children, including those who only work on an occasional basis.
- The nursery has had some recent changes in staffing and is currently recruiting more staff. However, the management team does not ensure that all staff are fully aware of all aspects of their roles and responsibilities to support each child's individual needs effectively at all times.
- Staff encourage children's awareness of healthy living. Children have fun making vegan ice creams to help them cool off in the warmer weather. Toddlers enjoy a snack of juicy melon. They learn to use the handwashing station before eating.

Staff recognise when babies are tired and settle them easily for a comfortable sleep.

- Children behave well. Staff implement routines to help children feel secure. Toddlers willingly let a friend take a turn stirring the play-dough mixture. The pre-school children learn to be kind and help others. For example, they know if they see a friend sitting on the 'buddy' bench in the garden they might be feeling a bit sad, so they sit with them to help them feel better.
- Staff support children's early mathematical skills well. Since the last inspection, they have developed further ways to promote children's awareness of mathematical language and concepts. Staff sing familiar counting songs with the babies and toddlers. They count with toddlers as they build a tower and talk about 'big' and 'small' bricks. The pre-school children compare the height of the sunflowers they grow. They become absorbed in filling and emptying different-sized containers with water. They lift the containers up and learn appropriate vocabulary, such as 'heavy' and 'light'.
- Children develop their imagination well. Toddlers mix paints together and say it is a face mask. Babies pretend to eat the play food in the home-corner area. Pre-school children change their baby dolls and gently tuck them into a pram. They play in the playhouse with their friends and pretend it is an ice-cream van. Children are confident to call out and ask if a visitor would like a chocolate or 'rainbow flavour' ice cream.
- Parents comment that their children are happy at the nursery and enjoy the activities provided. They confirm that their children gain confidence and social skills, which help them to prepare for school. Parents also commented positively about liaison with staff and the links they have with other agencies. This enables staff to seek support for children with any specific needs.
- Staff support children's communication effectively and use a simple sign language to promote inclusion. Babies enjoy playing with the toy farm animals and smile when staff introduce them to new sounds, such as 'moo' and 'neigh'. Toddlers like to sing their hello song to each other, and they greet a new friend to help them feel welcome. Staff encourage the pre-school children to learn new vocabulary, such as 'volcano' and 'lava', during simple science experiments.
- Staff promote children's physical skills effectively. Pre-school children call out to staff to show them how fast they can whizz down a small slide. They begin to calculate risks in the 'wild garden' area and learn when and where it is safe for them to climb and jump. Toddlers join in with action songs and move their arms back and forth, pretending to row boats. Babies gain confidence in their abilities and smile happily at staff as they pull themselves up to standing.

## Safeguarding

The arrangements for safeguarding are not effective.

Staff are aware of their responsibility to report any safeguarding concerns to the management team. However, not all staff are aware of indicators that may suggest that children are at risk of harm from the wider aspects of safeguarding. There is currently no suitably trained designated safeguarding lead to support and guide

staff. In addition, not all staff are fully aware of what to do should any allegation be made against a colleague. As a result, children's welfare is not adequately protected.

## 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
improve staff's knowledge and understanding of all aspects of safeguarding and the procedures to follow	01/09/2021
implement effective arrangements for helping to assess the suitability of adults working with children at all times	01/09/2021
ensure there is a named person who has completed designated safeguarding lead training	01/09/2021
improve arrangements for monitoring staff practice to ensure they all have a clear understanding of all aspects of their roles and responsibilities.	01/09/2021

## Setting details

<b>Unique reference number</b>	EY360366
<b>Local authority</b>	Bath and North East Somerset Council
<b>Inspection number</b>	10204522
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	44
<b>Number of children on roll</b>	95
<b>Name of registered person</b>	Hunt, Donna Elvira
<b>Registered person unique reference number</b>	RP511372
<b>Telephone number</b>	01761 433 636
<b>Date of previous inspection</b>	17 August 2016

## Information about this early years setting

Country Garden Day Nursery registered in 2007. It is situated in the village of Dunkerton, Bath. The nursery is open each weekday from 7.30am until 5.30pm, all year round. The nursery employs 18 staff, of whom nine hold appropriate early years qualifications at level 3 or above. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Mary Daniel

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The deputy manager took the inspector on a tour of the nursery and explained how the curriculum is delivered.
- A sample of documentation was viewed by the inspector, including staff's qualifications and first-aid certificates.
- The inspector completed two joint observations with the manager and discussed the quality of teaching.
- The inspector observed children's interactions in play indoors and outdoors and discussed children's learning and development.
- A meeting was held between the management team and the inspector.

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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