

# Inspection of Garden Cottage Nursery

The Square London Road, Washington, Pulborough, Sussex RH20 4BA

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Inspection date: 28 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children are very happy and engaged. They excitedly enter the nursery for their day ahead. Children are safe and secure. They have the freedom to explore and investigate in their play with many experiences and opportunities to build on their impressive physical skills. For instance, older children develop a keen sense of taking and managing risks as they balance along wooden planks outdoors. Younger children enthusiastically collect blackberries on their walks to eat at snack time. Babies are encouraged to move around to build on their coordination and first steps. Children help to plant and harvest a wide range of vegetables, showing their understanding and empathy of protecting nature in the world around them. For example, they understand the job of a bee is to collect nectar for honey and so the children move carefully around to not disturb them.

Children are kind and behave very well. They show a growing awareness of sharing and playing with others. Children learn about boundaries and expectations through the good role modelling of the staff team. They are supported to help them gain the skills they require for the next stages in their learning and their move on to school. Babies and young children display good bonds with staff to help them to quickly settle into the nursery setting.

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

- The nominated individual is dedicated to the nursery and takes pride in the level of care provided for each child. Staff feel very supported, respected and valued. They have regular supervision meetings to support their own practice. The leadership team plan precisely for professional development opportunities to help staff continuously raise their knowledge and understanding. For example, they are presently engaged in a course from a speech and language specialist, to support children's communication and language further.
- Children explore with early mathematics in their learning. They count bricks as they build towers and transfer water into containers. This helps children to start to learn about weight and measurement. Babies build on their recall skills as they repeat actions, such as pressing coloured buttons and opening flaps on toys. Older children start to add numbers together and are able to put similar objects together using their problem-solving skills.
- Partnerships with parents are a particular strength of the nursery. Every effort is made by the leadership team and staff to fully involve them in all aspects of their child's development and progress. Next steps for their child's learning are shared to help children to continue to learn when at home. Parents believe that children have the 'happiest start in life' from being part of the nursery.
- Children make good progress. The staff team carefully watch their development and plan challenging next steps for children's learning. Children who have

specific educational needs and/or disabilities are provided with targeted support to help them to succeed to the best of their ability. Staff work closely with other professionals to provide children with a joined-up approach towards their progress.

- Older children are learning the importance of building on peer friendships and recognising the needs and opinions of others. They are able to share skills they are learning with each other to build on their development. However, the current routines used within the baby room do not fully support babies to consistently gain the skills required for their future learning. For example, the opportunities that staff provide for babies to interact with and observe each other during meal times are limited.
- Staff help to support children to develop a keen awareness of their immediate community and in the similarities and differences between themselves and others. Children read stories that help them to learn about different people and cultures. They take part in activities, such as planting trees, to help them to learn about protecting the environment for their future. This helps children to become more inquisitive about the wider world around them.
- Staff plan activities to support older children to help develop their early literacy skills. For example, children are able to recognise and choose letters contained in their names to make bracelets. However, planning for younger children is not as precise as for the older age groups. For instance, staff do not fully consider how to promote opportunities to develop children's own creativity and imagination.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to protect the children in their care. They are confident about how they would identify potential signs and symptoms of abuse and the procedures they would use to report concerns. This helps to protect the welfare of children. Staff use thorough risk assessments to help keep children safe when at the nursery and in the forest school areas. The leadership team follow effective recruitment procedures and conduct regular checks to ensure staff working with children are suitable. On-going training ensures staff have the most up-to-date knowledge of additional issues, such as county lines and the 'Prevent' duty.

## **What does the setting need to do to improve?**

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

- review mealtime routines for babies, to fully support their developing personal and social skills
- strengthen resources and activities provided for younger children, to further

promote and encourage their own creativity and imagination.

## Setting details

<b>Unique reference number</b>	2526325
<b>Local authority</b>	West Sussex
<b>Inspection number</b>	10208301
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	102
<b>Number of children on roll</b>	165
<b>Name of registered person</b>	Garden Cottage Nursery Limited
<b>Registered person unique reference number</b>	2526324
<b>Telephone number</b>	01903877718
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Garden Cottage Nursery registered in 2019 and is situated in Washington, West Sussex. The nursery employs 30 members of staff. Of these, three staff members hold early years professional status, two members of staff hold qualified teaching status, 12 hold appropriate early years qualifications at level 3 and two members of staff hold appropriate early years qualifications at level 2. The nursery opens Monday to Friday, from 8am until 6pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Gwendolyn Andrews

## 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 nominated individual and has taken that into account in the evaluation of the setting.
- The nominated individual, the deputy manager, the inspector and children completed a learning walk together and discussed how the curriculum for the setting is organised. The inspector spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector and the nominated individual completed two joint observations together and discussed plans for evaluating any areas identified for improvement within the nursery.
- The inspector sampled a range of documentation, including suitability checks, staff qualifications and recruitments records.
- The inspector observed the teaching and learning indoors and outdoors, and the impact this has on the development of the children. The inspector spoke directly to parents and took their comments, including phone calls and written comments into consideration.

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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