

# Inspection of Garden House Nursery School

Rex Rhodes Building, Malleson Road, Gotherington, Cheltenham, Gloucestershire  
GL52 9ET

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Inspection date: 8 March 2023

<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 eagerly enter the setting. They happily greet friends, staff and visitors as they enter. They immediately hang up bags and coats by themselves then seek out activities and settle to play. Children are confident in their interactions, sharing events that have taken place since they last saw staff. They explain to staff what they want to do and what they want to play with when they arrive. For example, in response to the weather, one child says: 'I want to make a big snowman'. Staff encourage children to make comparisons using open-ended questions, such as 'I wonder what the dough would feel like if it was snow?' Staff consistently praise children, building on their self-esteem and emotional well-being.

Staff plan exciting, well-considered activities that capture children's curiosity. For example, having observed children's interest in sensory play, they plan activities to build on this further. Children squish and squash coloured spaghetti with their fingers. They confidently put their hands into a box and describe what they can feel. 'It's round, and a bit bumpy, it's a circle and it rolls, it's an orange'. Children use a wide range of descriptive words. Staff support children well when learning new vocabulary.

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

- Leaders have had to make difficult decisions and respond quickly to changing circumstances at this setting. They have considered closely the well-being of staff, children and families in this small, rural setting. Staff undertake robust induction procedures to ensure they are familiar with the setting and their newly appointed role.
- The manager has a clear intent for what she wants children to learn. She can explain with confidence how staff will do this and why it is important. She is reflective and encourages the same level of reflection in her staff. The manager ensures they receive regular feedback as she develops their skills and knowledge.
- Parents are complimentary about the setting. They comment how friendly staff are and how their children love to attend. Staff communicate children's learning online and through written daily plans. However, parents are not always kept up to date about important dates and events or how they can support their child's next step in learning at home.
- Children behave well at this setting. They are kind to their friends, taking turns with resources and sharing toys from home. However, during large group activities, staff do not always have high enough expectations for children's behaviour. This means some children miss what is being taught, and some children do not always have opportunities to share their learning.
- Staff provide engaging activities for children to practice their mark making.



Children develop their early writing skills. For example, children draw lines and circles in foam. Children then offer explanations of what they have drawn. Staff draw faces and letters, building on what children can do. Children then try to do the same, beaming with pride when they complete the task.

- Children remember to wash hands before food and are very able when it comes to attending to their own needs. Staff support children to gain a greater understanding of healthy practices. However, transition times and routines are not as well established as they could be, and children are left waiting while staff decide what to do next.
- Staff respond quickly to children's suggestions. For example, as the snow falls, children ask to go outside to play in the snow. They mimic the swirling snowflakes as they spin and twirl in the garden. Later, during a yoga session, children ask: 'Can we do a snowman pose and a Jack Frost pose? Can we do a snow pose?' Staff encourage children to do this with their bodies. They are attentive when they listen to children. As a result, children develop positive attitudes to learning and make good progress with their communication and language.
- Children learn about their local community through regular walks around the village. Staff share local events, traditions and festivals with the children. Staff encourage children to share where they have been when holidaying abroad. They use these opportunities to teach children about diversity and the wider world.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a suitable understanding of how to keep children safe from harm. They know what to do if they have a concern about a child or member of staff. Leaders carry out appropriate checks to ensure the suitability of people they employ to work with children. Leaders ensure new members of staff complete statutory training at the earliest opportunity, such as safeguarding training and paediatric first aid. Regular risk assessments and daily checks take place to make sure children play in a safe environment.

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

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

- support staff to help children understand the behavioural expectations during large group activities so that they are ready to learn
- enhance systems for communicating with parents, and involve them even further in supporting their child's learning at home
- review the organisation of transitions and routines to maximise children's learning.



## Setting details

<b>Unique reference number</b>	2597640
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10263018
<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>	2 to 10
<b>Total number of places</b>	24
<b>Number of children on roll</b>	87
<b>Name of registered person</b>	Garden House Nursery School (Cheltenham) Limited
<b>Registered person unique reference number</b>	2597641
<b>Telephone number</b>	07423370474
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Garden House Nursery School registered in October 2020. The nursery is in the village of Gotherington, near Cheltenham, Gloucestershire. The nursery offers care from 8am to 6pm, Monday to Friday, term time only. The nursery employs six members of staff. Of these, five hold appropriate childcare qualifications ranging from level 6 to level 2. The manager holds a level 3 qualification. The nursery receives funding to provide early education for children aged two-, three- and four-years-old.

## Information about this inspection

### Inspector

Gwyneth Keen



## 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 manager and has taken that into account in their evaluation of the provision.
- The manager and inspector completed a learning walk together. The manager shared with the inspector what they want children to learn and how they will do this.
- The inspector and manager carried out a joint observation of a group activity indoors.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke to parents during the inspection and took account of their views.
- The inspector sampled a range of documentation, including safeguarding policies and procedures.

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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