

Inspection of Hidden Garden Day Nursery

Hidden Garden Day Nursery, Pows Orchard, Midsomer Norton, Radstock BA3 2HY

Inspection date: 12 April 2023

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

What is it like to attend this early years setting?

The provision is good

Babies and children are encouraged and supported to become curious learners. They thrive in the caring, safe and stimulating environments provided for them. Babies explore using their senses to touch, feel and taste. Staff inspire children's enthusiasm for stories, and older children show good focus and motivation during the 'Three Little Pigs' story, supporting their early literacy and communication skills.

Children's interests and well-being are at the heart of their learning experiences. Children are full of confidence and independence. Children enjoy conversations with staff and other children at the table, independently serving their own food. This provides children with a sense of ownership and helps them to feel valued, while also raising awareness of healthy choices.

Parent partnership is strong and parents comment positively on the consistency and efficiency of the information shared. Parents enjoy regular updates on social media, newsletters and home-learning activities helping them support their children's next steps. Managers ensured that links were kept with children and families during the COVID-19 pandemic through online bedtime stories, songs, music and movement.

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

- The managers and staff are committed to providing the best possible care and education for all children. They plan a broad and exciting curriculum, both inside and outside, that effectively motivates children to learn. This ensures that children make good progress from their starting points and develop the skills they need for future learning.
- Staff use assessment well to capture children's development. This supports staff to recognise and implement the next stage of children's learning. Staff have good expectations for children and use 'room goals' to promote key skills in learning, for example, younger children learning to drink from an open lid-cup.
- Children have daily opportunities to play outdoors and engage in physical activity. Staff support older children to use bigger movements to climb and jump, while younger children practise their mark-making skills and name shapes in the shaving foam.
- Children's communication and language skills are promoted well through positive interactions with staff. However, at times staff do not make the best use of opportunities to extend younger children's vocabulary. For example, children show keen focus when mark making; however, opportunities to introduce new words were missed.
- Children who speak English as an additional language (EAL) are supported well. Keywords in various languages are used by staff and dual-language books are

available in the sharing library for parents and children. Children with dual language and EAL make good progress.

- Staff are sensitive to babies' individual needs. They intuitively sing rhymes and support learning through children's individual interests. This inspires babies to respond appropriately, feel safe and secure within their environment. Older children hear thunder outside, and staff tune into their thoughts and feelings and are attentive to their needs.
- Children's emotional well-being is supported effectively from settling into the nursery or moving rooms to going to school. Managers have recently implemented a 'buddy system', to ensure that children are fully supported when their key person is absent. Children have opportunities daily to discuss their feelings and enjoy small-group times with the 'worry monster' cuddly toy.
- Managers ensure that all children including children with special educational needs and/or disabilities (SEND) progress well. For example, room layouts have been adapted to ensure that all children have access to the same learning opportunities. Staff liaise with both the setting and lead special educational needs coordinator (SENCo), ensuring that children are fully supported.
- Partnerships with parents and outside agencies are a strength of the setting. Parents confirm that they know what staff are supporting their children with next, so they can be consistent with helping them at home. Parents confirm that their children are making very good progress, especially those with SEND.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a strong understanding of their duty to protect children and report any concerns they may have about a child's well-being promptly. Managers have robust, effective and efficient recruitment procedures in place. This helps to ensure that adults working with children are suitable to do so. The environment is regularly risk assessed and adapted, where necessary, to ensure that the environment is safe and secure for all children. Leaders ensure that staff are updated regularly on various aspects of safeguarding.

What does the setting need to do to improve?

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

- continue to strengthen staff interactions and extend children's language development further.

Setting details

Unique reference number	2623875
Local authority	Bath and North East Somerset Council
Inspection number	10280883
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	54
Number of children on roll	96
Name of registered person	HGDN Limited
Registered person unique reference number	2623872
Telephone number	01761568188
Date of previous inspection	Not applicable

Information about this early years setting

Hidden Garden Day Nursery registered in 2021 and operates in Radstock. The nursery is open from 7.30am until 6pm, each weekday, all year round except bank holidays. It receives funding for free early education for children aged two, three and four years. The nursery employs 16 members of staff. Of these, the manager holds a level 3 qualification in early years education, one staff member holds a level 4 in early education, 11 staff hold a level 3 qualification and three staff are unqualified.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- This was the first routine inspection the nursery 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 setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Parents shared their views of the setting with the inspector.
- The inspector spoke with the managers about the leadership and management of the setting.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023