



**Office for Standards  
in Education**

## **COMBINED INSPECTION REPORT**

**URN 510030**

**DfES Number: 545636**

### **INSPECTION DETAILS**

Inspection Date      01/12/2004  
Inspector Name      Angela Cole

### **SETTING DETAILS**

Day Care Type      Full Day Care, Out of School Day Care  
Setting Name      Garden House Nursery School  
Setting Address      Gotherington Rex Rhodes Building  
                                 Gotherington  
                                 Nr Cheltenham  
                                 Gloucestershire  
                                 GL52 9ET

### **REGISTERED PROVIDER DETAILS**

Name                      Mrs Jillian Fornara

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Garden House Nursery School is one of three nurseries under the same ownership taken over in 2001. It is sited in the village of Gotherington outside Cheltenham. The nursery school operates from the village hall and an adjacent building with access to an outdoor play area. A maximum of 24 children attend each building at any one time. Younger children aged between two and three years are offered sessional care in the village hall from 09.15 until 12.15 on Monday, Wednesday and Thursday during term time.

Full day care is provided for children from three to five years in the Rex Rhodes Building, each weekday during term time from 09.00 till 15.00. There are currently 23 children aged from two to under 5 years on roll from a wide catchment area and all receive funding for nursery education. The setting does not currently support children with special educational needs or with English as an additional language. Fourteen staff work in the nursery school. Three are Montessori trained, two have teaching qualifications and seven hold appropriate early years qualifications. One is working towards a qualification.

The Fun Club offers care from 08.00 until 09.00 and after school care from 15.15 to 18.00 during term time. Sessions also run during the Easter, summer and half-term holidays from 09.30 to 15.00. The club is registered for 24 children aged three to eight years and accepts those under twelve years from the Nursery School and Gotherington Primary School. The club has 37 children on roll. Of the four staff, three hold appropriate early years qualifications to level two and are supported by the two providers with qualifications at level three and above.

The setting has close links with local schools. Support is also given by Foundation Stage advisors and an Early Years Development and Childcare Partnership mentor teacher. This a Montessori based nursery school that is a member of the Association Montessori International and the Pre-School Learning Alliance.

### How good is the Day Care?

Garden House Nursery School provides good quality care for children. Staff are well qualified and experienced overall. The plans for operating the different groups work well in practice with good arrangements for cover so adult to child ratios currently exceed the minimum required. Nursery school children are successfully grouped for observation purposes. The premises are safe and regularly maintained with the limited space well organised to meet children's needs. The out of school clubs' ample resources are supplemented by excellent, accessible nursery equipment. Toys, books and materials satisfactorily promote equality of opportunity. Documents are kept confidential and close at hand, and policies are up-to-date. Registers show when most children and staff are present.

The children are kept safe and many staff have current child protection training. Adults are vigilant at all times, including outdoors and on school walks. Children learn good hygiene practice through regular hand washing. Most arrangements for first aid and medication are in place except for signed accident and medication records. Drinks are always available and children's dietary needs are well considered. A balanced diet is offered, including fruit.

Children are highly interested in the good range and balance of activities offered to support their development. All children are fully included in the routines and their needs are well met. When required, staffing arrangements and resources are thoughtfully adapted to support children with special needs. Training is being accessed so staff can have full regard to the current legislation for those with such needs and disabilities. Excellent, positive strategies support children to be well behaved.

Families are warmly welcomed and staff strive to work in partnership with parents. There is good regard for confidentiality. Parents are all well informed about each aspect of the provision and of their children's care and development.

#### **What has improved since the last inspection?**

After the last inspection, the setting agreed to ensure the child protection policy includes procedures to be taken in the event of allegation against a member of staff. These are now included and so the setting complies with the local procedures to protect children.

#### **What is being done well?**

- Children are effectively stimulated and challenged by a good balance of activities. Staff observe them closely and plan or help them to plan next steps in their play and learning. Children make many decisions and are involved in play ideas that they extend. They are fully supported to behave and relate well to others. All adults listen to them carefully, show interest in their ideas and giving meaningful questions and comments to help them think.
- The well-maintained, clean premises are made welcoming with many wall displays that include children's work. Many of the high quality resources are at nursery children's height so they can access them easily for independent

learning.

- Safety is given high priority and the premises are secure. Plans effectively identify any indoor and outdoor risks. Safety arrangements are regularly reviewed, including the transfer of children from and to the out of school care.
- The policy on equality of opportunity is detailed and shared with all families. It is fully implemented by staff so all children's needs are well met. For example, children are fully supported to be involved in appropriate adventure play, such as block building and den making.
- Parents' wishes are closely followed regarding the care of their children. Much information is shared both formally and informally through regular conversation. Parents particularly appreciate the flexibility of out of school arrangements and that staff are friendly and approachable.

#### **What needs to be improved?**

- the procedures to obtain parents' signatures on records of accidents and administration of medication.

**PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)**

Since 1 April 2004, Ofsted have not received any complaints about this provider.

#### **Outcome of the inspection**

Good

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
7	Ensure parents sign the written records of accidents and medication given to children.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Garden House Nursery School provides high quality nursery education that enables children to make very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Some staff have excellent understanding of the early learning goals. There is scope for others to extend their knowledge of stepping stones and to use these to record children's progress. The curriculum planning is detailed and highly effective in linking teaching to observations of children. Both informal and written assessments of children's achievements are thoroughly shared by staff. Meticulous checks ensure the Foundation Stage is extensively covered. Some very good teaching methods support children to learn and behave well. Each child is challenged at their own level so they make steady progress. Excellent use is made of ample time and high quality resources to stimulate the children to develop chosen activities using their own ideas.

The leadership and management of staff are very good. The nursery school works to clear, shared aims, and teaching methods are skilfully role modelled to newer staff. Adults volunteer for a regular programme of training. The management is highly committed and responds positively to new challenges. Both strengths and areas to improve are realistically assessed and the provision is closely evaluated to offer a high standard of education.

The partnership with parents and carers is very good and families are warmly encouraged to share details about their child. The child's developmental records are given to parents at the end of each year, though there is scope to develop strategies for sharing these records during the child's time at the setting. Parents say they are aware of what the children are learning at any point in the term and are well informed about children's progress on a day-to-day basis. They are closely involved in their child's learning, for example, through helpful sharing of resources.

### What is being done well?

- Children settle extremely well and there is excellent interaction with the small, stable group of caring staff. The management of children and their behaviour is excellent. They are secure in the well-considered routines and are extremely polite. Staff have clear expectations and children make excellent progress towards becoming independent learners.
- Children develop excellent speaking and listening skills. They learn many new words and are confident to communicate their thoughts and feelings. Children have a very good understanding and command of mathematical language that is used competently and appropriately to solve simple problems.

- Children's creativity is highly valued, especially in music, movement and role-play. They become highly involved in negotiating their roles and make effective use of the excellent equipment collected around story themes.
- Children receive excellent encouragement to develop their own ideas. Very good use is made of the high quality resources, and ample time is offered for them to extend their learning. For example, groups of children create extensive, complex models in their play with wooden blocks. Also, very good use is made of regular exploration of the immediate environment for first-hand learning about nature and livestock.
- The management of the nursery school is purposeful and well able to motivate staff. The emphasis on a Montessori-based curriculum has been effectively considered to offer the best of this teaching method within an up-to-date curriculum.

#### **What needs to be improved?**

- staff knowledge of the stepping stones and their use to record each child's progress
- active sharing of children's developmental records with parents during their time at the school.

#### **What has improved since the last inspection?**

This setting's first Foundation Stage inspection.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle quickly and have trusting relationships with caring staff. They are often highly interested and well motivated to learn, for example, being intensely curious about the contents of a 'magic' box. Children learn to play well with each other, taking turns to use a puppet theatre and sharing dough and utensils. Children are well mannered and respond to high expectations for behaviour. They gain good self-care skills, confidently choose activities and learn to work independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop excellent communication skills. They learn many new words, including 'shallow', and confidently suggest rhyming words, such as 'car' for 'star'. Children respond well to strategies to help them listen, including props for stories. They are keen to discuss pictures, often 'read' books to themselves and help create displays of words, for example, connected with bonfires. They confidently use one-handed tools to make marks, trace their names on a book and enjoy 'writing' postcards.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children show keen interest in numbers. They say many number words in their play, for example 'charging' 10p for an ice-cream and recalling numbers on advent calendars. They confidently count objects to high figures, including fourteen children in a line. They also correctly count random star arrangements. Children competently compare patterns of objects, such as dice spots, and quickly recognise the figures. They correctly use many shape and size words, for example, saying a 'cube' is 'bigger'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are very curious and closely examine many objects and materials. For example, they investigate whether stars and glitter float or sink, and explore cooking ingredients to make biscuits. Through extensive use of block play, children have excellent opportunities to investigate and experiment with construction materials. They show good interest in technology. Children often recall significant events and effectively learn about special occasions, such as Diwali, through clothes and crafts.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are well aware of their own physical needs and manage these with increasing independence. They are careful of each other in confined areas and find their own space. Children move spontaneously and are responsive to rhythm and music. They effectively use a wide range of physical equipment, moving very confidently on the playground equipment and becoming competent with small equipment to aim and throw. Very good skills are developed with small tools, for example, to draw and thread.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children often create in three-dimensions, using a variety of textures and colours such as smooth sand, large pieces of material and heavy, 'cream' coloured blocks. They use extensive imagination in their role-play, with puppets, and in story-telling, for example about 'stone corn'. They enjoy using their senses, including printing fruit and tasting spices. Children enthusiastically respond to sound in action songs, careful claps and stamps, and rhythmic work with instruments such as bells.

**Children's spiritual, moral, social, and cultural development is fostered appropriately.**

## **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

## **WHAT THE SETTING NEEDS TO DO NEXT**

*There are no significant weaknesses to report, but considerations should be given to improving the following:*

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- continue to develop staff knowledge of the stepping stones and of their use in recording children's learning
- consider ways to actively share the developmental records of children's progress with parents during their time at the nursery school.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*