

# Garden House Nursery School (Gotherington)

Inspection report for early years provision

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<b>Unique reference number</b>	510041
<b>Inspection date</b>	16/06/2011
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

The Garden House Nursery School (Gotherington) is one of two nurseries under the same ownership. It re-opened in 2001 and is sited in the village of Gotherington outside Cheltenham. The group operates from the village hall with kitchen and toilet facilities and has access to the Rex Rhodes building with indoor and outdoor play areas. Children access the community playing field for additional outdoor play.

The nursery is registered to care for a maximum of 20 children aged from two years to three years. There are currently 28 children on roll. The nursery receives funding for the provision of free early education to children aged three. The nursery is open on a Monday, Wednesday and Thursday from 9.15am to 12.15pm, during school term times. Children attend from the local village and surrounding areas.

The nursery is a Montessori based group who also adopt many of the Reggio Emilia principles. The nursery employs six members of staff, including the two managers, to work directly with the children. Five staff hold appropriate childcare qualifications. Both managers have achieved Early Years Professional Status. One manager holds a Degree in Early Years and is Montessori trained and the other manager has qualified teacher status. The nursery has membership with the Association Montessori International and the Pre-School Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The experienced management and staff team promote children's health and safety with success ensuring that they are safe and secure. Children engage well in most activities, although a partial breach in assigning each child a key person means that challenge and children's individual needs and next steps are not fully known or met. There is a close working partnership with parents, which ensures they are kept generally well informed about many issues relating to their children's care and learning. The management and staff team are welcoming and strive to improve outcomes for children. They have successfully addressed recommendations from inspection and feedback from parents and children. They make some use of self-evaluation to secure improvement. However, systems are not yet sufficiently robust to ensure that all gaps within the nursery are identified.

## What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure each child is assigned a key person

05/09/2011

## (Organisation)

To further improve the early years provision the registered person should:

- review information provided to parents about their children's learning and development
- develop a regular two-way flow of information between other settings children attend

## **The effectiveness of leadership and management of the early years provision**

The premises are safe, secure and spacious. Staff are alert to safety issues through effective risk assessment and monitor the arrival and collection of children robustly. Knowledge of safeguarding issues is sound and arrangements for recruitment, vetting and induction comply with requirements. Available resources are well maintained and used well to support children's learning and development. Annotated photographs and displays of children's work helps them to feel valued and a sense of belonging. Equality and diversity are promoted generally well through sound knowledge of each child's backgrounds and needs. Use of wow vouchers and the 'Marvellous Me' box, helps to value and celebrate children's differences and achievements. They are beginning to understand the society in which they live through celebrating different cultural festivals, stories, singing, dressing up and experiencing different food through cooking. Children who speak English as an additional language and those with identified needs are well supported to help overcome barriers to their involvement and achievement.

The management team are motivated to seek further improvement and take responsibility for monitoring the progress of children. They strive to develop staff's skills through a strong commitment to training, creating a well qualified staff team. Action plans aimed at improving some areas of weakness and building on key areas of strength are developing. This enables the nursery team to evaluate and reflect generally well on the effectiveness and quality of the provision. However there is partial breach of a requirement, which impacts on children's well-being because new and most existing children are not assigned a key person to help them become familiar with the nursery, develop a genuine bond and ensure their personal care needs are responded to sensitively. Self-evaluation takes into account the views of staff, children and parents, helping them to be included in some of the decision making procedures. These are collated and used well to form a regular part of the observation and assessment process, alongside regular staff meetings, appraisals and small audits on resources and organisation of play spaces inside and out. As a result, children now enjoy daily access to the pre-school building for short periods to introduce additional activities and resources and free flow indoor and outdoor play.

Partnerships with other agencies involved with the children are strong and communication is well established to support their well-being. Communication with other settings supporting children are in their infancy, meaning information shared

to fully promote continuity in children's achievements is not consistent. There are generally positive relationships with parents and suitable strategies in place to keep them informed about aspects of its work. For example, a prospectus with policies and procedures, displays of photographs covering the six areas of learning, termly newsletters, notice boards and daily informal discussion, ensure parents have coordinated, up-to-date and timely information. Parents are generally well informed about their children's learning. Parents and carers take an active role in the nursery, for example, a grandfather with a keen interest in birds and fathers who are firemen and policemen, come into the nursery to support children's learning.

## **The quality and standards of the early years provision and outcomes for children**

Children benefit from good opportunities to learn about what constitutes a healthy lifestyle. They adopt good personal hygiene routines and engage in a wide range of physical activities, both indoors and out. Children increase their awareness and enthusiasm for regular exercise as they eagerly participate in weekly stretch and grow sessions, music groups and large physical play within the hall. They benefit from daily opportunities to run, chase bubbles and do things on a bigger scale on the playing field. Children gain good awareness of healthy eating through fun, innovative and well planned activities, for example, feeding plastic food to a puppet who eats the healthy food and spits out the unhealthy food. Children use their knowledge successfully to develop their role play as they confidently talk about healthy and unhealthy food when playing with the kitchen.

Children know what is expected of them because well organised routines and clear explanations for safe play enable them to take risks safely. Practice of the escape plan each half term is increasing their awareness of safe action to take in an emergency. Children generally know how to behave and how to use and care for the environment and resources, but sometimes need reminders. As a result, the children play well on their own and work and play in harmony. For example, they share play dough tools with their friends and cooperate when building together with the blocks. In the gazebo children excitedly take part in the story, naming things on the page and eagerly answering questions which link to the story and children's own first-hand experiences.

Children are happy, broadly content and achieve generally well as a result of the setting they are in. Overall, they willingly take part in activities, such as sticking and gluing and making their father's day cards, and generally secure the skills they require in order to progress in their learning. Challenge for children is satisfactory, however, some staff do too much, restricting children's independence and creativity. Observation and assessment and their use in planning is satisfactory.

Staff nurture children's personal, social and emotional development generally well to encourage their confidence, self-esteem and natural curiosity as learners. However, there is no key person system in place as required, to enable children to link to a special person who knows their individual needs well. As a result, staff

show satisfactory knowledge overall of some children's next steps and have little input into completing children's assessments and learning journeys. Children happily make some choices about the activities they engage in and show an interest, asking questions about things around them. They learn to care for living things, helping to water the plants and feed the ducks.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	3

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met