

# Garden House Nursery School

Inspection report for early years provision

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<b>Unique reference number</b>	510030
<b>Inspection date</b>	18/06/2012
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<b>Email</b>	
<b>Type of setting</b>	Childcare - Non-Domestic

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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

Garden House Nursery School is one of two nurseries operating under the same ownership since 2001. It is situated in the village of Gotherington outside Cheltenham, Gloucestershire. The nursery operates from the Rex Rhodes Building. Children have access to an outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery may provide care for a maximum of 24 children aged from two years to under eight years at any one time. Pre-school children may attend a variety of sessions between the hours of 9am to 3pm each weekday, during term times only. Children aged between two and three years are cared for in an adjacent village hall. There are currently 31 children aged from three years to under eight years on roll at the nursery. The nursery is in receipt of funding for the provision of free early education for children aged three and four years. Children attend from the village and surrounding areas.

The Fun Club offers care for children aged from four years to 11 years of age from 8am to 9am and from 3.15pm to 6pm during term time. Sessions also run during the spring, summer and half term school holidays from 8.30am to 4.30pm. Children from Gotherington Primary School attend the Fun Club. The staff offer support to children who have special educational needs and/or disabilities and children who speak English as an additional language.

The nursery is a Montessori based group who also adopt many of the Reggio Emilia principles. A total of eight staff work with children, of these two have Early Years Professional Status and one is Montessori trained. There are two staff with teaching qualifications and five with appropriate early years qualifications. The nursery has close links with the local school. It is a member of the Association Montessori International and of the Pre-school Learning Alliance.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very happy and confident and thoroughly enjoy their time at the nursery. The effective key person system enables staff to get to know their key children well and meet their individual needs. Outstanding partnerships with parents contribute significantly to helping children make good progress in their learning and development. Partnerships with the school and other professionals are good although links with other early years settings are still being developed. The staff and management demonstrate a strong capacity to maintain continuous improvement to outcomes for children.

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

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

- strengthen links with other settings children attend in order to fully support continuity and progression in children's learning and development, for example, by regularly sharing the learning records.

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

There are robust safeguarding policies and procedures in place. Staff show a good awareness of their roles and the procedure to follow in the event of a child protection concern. Staff supervise children well and the security of the premises is good. The required documentation with regard to accidents and the administration of medication is well maintained. All necessary written parental permissions are in place.

Staff use the resources well and make them easily accessible to children. Staff consistently promote learning through child-led activities. The key person system enables staff to provide the support needed to help individual children achieve. Staff actively promote equality and diversity. They involve people from the community to help children develop a good understanding about the world around them. Staff give good support to children who have special educational needs and/or disabilities and those children who have English as an additional language.

The partnership with parents is outstanding. Relationships are highly positive and parents are heavily involved in their children's learning and development. There is a regular exchange of information between parents and their child's key person. This means that parents feel very included and can participate fully in their child's care. Parents speak highly of the staff and the care they provide. Staff make good use of regular questionnaires to encourage children and parents to contribute their ideas and suggestions about the nursery. Staff form effective working links with the local school and other professionals who are involved with children. Staff are in the process of establishing positive partnerships with other early years providers to help promote consistency of care and education for children. They are not yet fully exploiting the ways in which they can exchange information about a child's achievements, for example, by sharing the learning records.

Both staff and management have been involved in rigorous self-evaluation processes. They demonstrate a strong drive to improve and provide good quality childcare. They accurately identify their strengths and weaknesses. Staff effectively identify areas for development that are well targeted to benefit the children. Staff work well together and are enthusiastic and motivated.

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

Children demonstrate that they feel safe and secure at the nursery. They develop a good understanding about how to keep themselves safe. Children are confident, happy and well occupied during their time at the nursery. They are well behaved, motivated and eager to learn. Children develop well in the skills they need to secure future learning. There are good interactions between staff and children. Staff ask children open-ended questions to help them learn and problem solve. Children build a long line of bricks that is about to fall off the table. Staff encourage children to think about what they could do to solve the problem. The children work out that they can continue their construction if they use the backs of chairs to balance the bricks on.

Children have easy access to writing materials. As they enjoy using the tools, they develop good early writing skills. Many older children are starting to recognise and write their own names on their work. Children enjoy looking at books on their own and with staff. They like sitting outside in the den having stories read to them by the staff. Children take part in a wide range of activities that develop their imagination and creativity. For example, they engage in role play and dressing up. Children develop good physical skills as they confidently use scissors to cut paper. They discuss with the member of staff which hand they need to use to hold the scissors. They talk about whether the scissors are for left-handed or right-handed children. They explore and use different textures of paper to create pictures. Children work collaboratively with their friends as they take part in water play activities. One child fills a tube with water while another child holds the end of the tube. They watch the water as it flows down the tube into a small container. Children experiment and find out what happens to the water when they lift the tube up and then hold it down.

Children develop a good understanding about healthy lifestyles. They regularly engage in physical activities in the enclosed outside play space. Staff also take children to feed the ducks, take part in Forest School activities and use the parachute for games. Children have regular access to drinking water. They understand that when it is hot, or they have been doing exercise, they need to drink plenty of water. Children eat healthy snacks and lunches. They enjoy the social aspect of mealtimes and chat happily with their key person. Children understand about the importance of hand washing. Most children wash their hands at appropriate times with little or no reminding from staff.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

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

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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