

Garden House Nursery School (Gotherington)

Village Hall, Gotherington, Cheltenham, Gloucestershire, GL52 9ET

Inspection date	29/04/2013
Previous inspection date	16/06/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are happy and settled within the setting's safe, nurturing environment.
- Staff have a strong understanding of how young children learn and develop.
- Children enjoy the exciting range of activities that staff plan.
- The setting has good links with parents and keeps them well informed about children's progress.
- The setting supports children's individual needs, such as language development, well.

It is not yet outstanding because

- Staff sometimes miss opportunities to extend children's mathematical understanding within their play.
- Parents are not consistently encouraged to continue children's learning at home and contribute their home achievements towards developmental records.
- While staff support children's personal development well, they do not always make the most of opportunities to further develop their independence and awareness of responsibility.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector sampled children's information, planning and assessment records, as well as policies and procedures.
- The inspector observed activities within the indoor and outdoor environments.
- The inspector spoke to parents and carers about their views of the setting.
- The inspector completed a joint observation with one manager in the indoor learning environment.
- Ongoing discussion with children's key persons and managers took place during the inspection.

Inspector
Sue Bennett

Full Report

Information about the setting

The Garden House Nursery School is one of two nurseries under the same ownership. It registered in 2001 and is in the village of Gotherington outside Cheltenham. The group operates from the village hall. There are kitchen and toilet facilities and the group has access to the Rex Rhodes building with indoor and outdoor play areas. Children use the community playing field for additional outdoor play. The nursery is open on a Monday, Wednesday and Thursday from 9.15am to 12.15pm, during school term times. There are currently 15 children on roll. The nursery receives funding for the provision of free early education to children aged three. 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 has four members of staff, including the two managers. All staff hold appropriate childcare qualifications. One staff member has 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.

What the setting needs to do to improve further

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

- extend partnerships with parents by encouraging them to support children's future targets at home and share children's home learning achievements
- develop the use of mathematical language for capacity, measurement and shape within activities to further children's learning and understanding
- support children's personal independence and responsibility awareness further through skills such putting on their own coats and tidying away resources.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The setting's staff have a strong understanding of how young children learn and develop. They plan a stimulating range of activities, which stem from children's interests and the Montessori ethos of the setting. Resources are good quality and age appropriate. Staff

make good use of observation and assessment within learning journals, to identify children's future learning targets. They provide good support for individual learning needs. For example, children with delayed language development benefit from one to one time with their key person. As they share a story, the key person carefully uses the pictures and sensitive questioning to encourage children's speech. As a result, reluctant communicators feel confident enough to talk about the story theme. This high quality support enables all children to make good progress from their starting points.

Children enjoy their learning experiences. They are inquisitive and confidently make choices between the activities, which prepares them well for their next stages in learning. In the pasta tray, children explore the sounds that pasta makes in different containers. Staff engage effectively and extend learning by introducing musical shakers, so that children can compare sounds. Staff support children's communication and language well by introducing words such as shiny and fluffy to describe feathers and foil materials. They repeat words such as bounce and purple to develop speech clarity. Children count competently to 10 as they play games with staff, such as hide and seek. However, staff do not always fully challenge children's mathematical understanding in activities, by introducing language for capacity, and measurement, such as full, empty, long, short. Staff make effective use of questioning to extend children's thinking. For example a story theme about scarecrows and farmers generates discussion about the spring season and planting. Children have good opportunities for creativity, such as using glue and materials to make collages, which they enjoy. In the outdoor learning area, children explore using brushes and water to make patterns on trees, which supports their early writing skills well. They relish investigation opportunities when pressing buttons on programmable toys and display great pleasure in discovering that soil and water mix together to make mud. Children have many opportunities for physical development, such as manipulating clothes pegs to pin to surfaces, playing with balls and hoops, and digging with tools in the outside environment.

Key persons foster strong relationships with parents and carers. When children join the setting, taster visits help children become familiar with the routines. Additionally, staff encourage children to bring in memory boxes containing items from home, which helps children feel secure and settle quickly. Parents have good opportunities to discuss children's progress with key persons. However, staff do not fully encourage parents to continue children's learning targets at home or to contribute their home achievements, to further support assessment records. In conversations, parents express how pleased they are with the setting and the care and support that children receive.

The contribution of the early years provision to the well-being of children

Children are happy and have strong relationships with the adults who care for them. The setting's atmosphere is calm and welcoming. Each child has a key person who supports their needs well. For example, staff use distraction techniques effectively to sooth children who are reluctant to part from parents and ensure that favourite activities, such as a train track, are put out ready for them to play with. Children happily approach staff for reassurance, such as hand holding or a quick cuddle during story time. They confidently

share their home experiences with staff as they play, talking about family members and an outing with grandparents. Staff smile encouragingly at children and show a genuine interest in their conversations. Staff are good role models who work together strongly as a team. This supports children's well-being effectively, helping them to feel safe and secure. Children behave well. They are keen to please the adults who care for them. Staff make good use of positive praise, such as 'well done' and 'clever boy', which supports children's self esteem effectively. Children confidently move around the environments and make choices in their learning. They enjoy imaginative play. When dressing dolls, children pretend to talk to them about the need to wear warm clothes on cold days. They play co-operatively together, helping one another to push and pull the play tunnel and support the needs of their friends, by helping them to work puppets and fit construction apparatus together. These skills effectively support children's personal development, helping them become socially confident in preparation for their educational transitions.

Staff promote children's awareness of safety effectively by discussing the importance of listening for traffic as they walk across the car park. They encourage children to take care as they move around the areas and sit carefully on chairs. Children are developing their awareness of good health through their daily routines. For example, children know that they wash hands after toileting. Children enjoy a selection of fresh fruit and savoury biscuits at snack time and have free access to drinking water bottles. They feed themselves independently and enjoy helping to organise the plates and beakers. However, staff sometimes miss opportunities to extend children's personal development further. For example, through self care routines, such as putting on coats independently and helping to tidy toys at the end of activities. Children have good access to fresh air and exercise in the spacious outdoor area. They enjoy sessions in the outdoor learning area and regularly go on walks to feed the ducks.

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

The setting's senior manager has a thorough understanding of her responsibilities, including those for safeguarding children's welfare. She regularly review planning and assessment records to ensure that the provision is supporting children's learning and development needs effectively. A comprehensive range of policies and procedures safeguard children's well-being and create an environment that is welcoming, safe and stimulating. These are reviewed regularly and are easily accessible for parents to see. The manager is the designated person and she ensures that all staff receive regular safeguarding training updates. During discussion, staff explain the procedures to take should they have any concerns about children in their care. The setting has high quality systems in place for recruitment and the vetting of new staff, which ensure their suitability to work with children. Staff risk assess all areas that children use each day and robust records for registration, accidents and medication further ensure children's welfare. Staff always inform parents about any incidences that involve their child while they are in the setting.

The setting has a strong commitment to improving its practice, to enable the best

outcomes for children. All recommendations from the previous inspection have been met. Periodic questionnaires and daily discussions ensure that parents have good opportunities to express their views on the setting. Staff meet each week to evaluate the provision. This contributes successfully into the setting's self evaluation system and helps establish clear targets for future development. Recent changes include the re-organisation of the setting's resources and easier availability of children's developmental records for parents to peruse.

The manager supervises staff effectively, which includes observing them as they interact with children. This ensures high quality learning experiences and equality for all children. The manager regularly appraises staff and provides good training opportunities for their professional development. The setting has effective partnerships with the local authority for further practice support and guidance. Staff link effectively with specialist external support, such as speech and language therapists to support children's development when necessary. Parents are involved in any discussions about children's needs, such as meetings following the progress checks for children aged two years. The setting has strong links with other settings and the local school, enabling smooth transfers between phases in their education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	510041
Local authority	Gloucestershire
Inspection number	814333
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	20
Number of children on roll	15
Name of provider	Garden House Nursery School Partnership
Date of previous inspection	16/06/2011
Telephone number	0775 494 9509

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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