

The Enchanted Garden Day Nursery

Lamb Pens Farm, Kings Clipstone, Mansfield, Nottinghamshire, NG21 9HL

Inspection date	01/04/2014
Previous inspection date	01/10/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision requires improvement

- The extensive natural outdoor learning area provides an exceptionally inspiring environment where children are motivated and inspired in their play and learning.
- Children's communication and language development is well supported through staff's sound teaching and effective use of questioning techniques.
- Partnerships with parents ensure continuity of children's care routines and the two-way flow of information to support their learning and development.
- The manager is highly committed within her role ensuring the setting goes from strength to strength and works closely with all staff to ensure this.

It is not yet good because

- Appropriate action is not consistently taken to minimise or remove all potential hazards to children's safety as identified in risk assessments.
- Staff do not always fully maximise opportunities for children to further develop their independence in their health and self-care skills.
- Sometimes children's sustained shared thinking during planned and child-initiated activities is not always maximised.

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 observed activities in the playroom and outdoor areas.
- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager and staff at appropriate times throughout the inspection.
The inspector looked at children's assessment records, planning documentation,
■ evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of parents spoken to on the day of inspection.

Inspector

Lianne McElvaney

Full report

Information about the setting

The Enchanted Garden Day Nursery was registered in 2012. It operates from a refurbished building in a rural location in Sherwood Forest, near Mansfield, north Nottinghamshire. Children are cared for in an open plan room with designated areas for children of differing ages and abilities. Children share an enclosed and secure outdoor area. The setting operates between the hours of 7am to 6pm, Monday to Friday. It is open throughout the year, only closing for bank holidays and a week at Christmas. It is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 65 children on roll. The setting is in receipt of funding for the provision of free early education to children aged two-, three- and four-years-old. Eight staff are employed at the setting. Of these, one holds a qualification at level 6, one at level 5, one at level 4 and five at level 3. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure the review and consistent implementation of risk assessments and daily checks to guarantee that all exits, equipment and the outdoor play environment remain safe and secure while children are being cared for.

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

- review the organisation of mealtimes to provide further opportunities for children's independence and challenging experiences, for example, through allowing children to pour their own drinks or serve their own food
- improve the consistency of adult interactions to ensure staff develop children's sustain shared thinking as they explore ideas and make links.

Inspection judgements

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

Children enjoy a range of experiences to support their development across all areas of learning. They are making satisfactory progress towards the early learning goals and the quality of teaching is sound. Staff engage well with children, with most staff asking open-ended questions to challenge children's thinking and extend their communication and language skills. For example, in the role play area staff interact with children sensitively

asking them what they would like to add to the shopping basket. During group times, staff use open-ended questions to encourage children to share their own thoughts and feelings. This means that children are able to share their thoughts with each other and gain confidence speaking in front of others as part of their personal development. It also helps children gain important skills for their future learning at school. Children enjoy sharing books and listen to stories both in group sessions and individually with staff in the comfortable and inviting book area. This further enhances their understanding of early literacy skills and the importance of caring for books. Children sit well and revel in the adult-led story session. Staff enthusiastically babble back to the babies as they are busy playing, helping the youngest children learn to communicate and develop early language skills. However, staff do not ensure activities and interactions support children's sustained thinking as many children move quickly from different activities. Adult support is not then used to ensure children maintain concentration at a given activity. Children problem solve together while constructing with plastic bricks and work out how to make towers balance as they stack them up. Such activities help children develop mathematical skills and hand-eye coordination. In the outdoor learning environment children have fun using number counting skills incidentally as they count letter shapes and match the same letter shapes into groups.

Opportunities for outdoor and physical play are very good as children have daily access to the well-appointed outdoor area. They run and climb using a wide range of equipment to support this. Children enjoy digging and being creative as they explore nature in the vegetable area. Toddlers have fun as they explore and investigate the garden and the extensive natural environment. They gain control over their movements as they learn how to climb on the climbing frame and ride-on toys. Children learn about planting and growing and nature using the wildlife garden and allotment. This helps them learn about the world around them and where food comes from. Children gain first hand experiences of nature as they enjoy watching a duck build a nest, lay eggs and sit on them until they hatch. Children use the superb outdoor garden to collect sticks and twigs to create their own nests. Children learn about simple technology through a good range of technology and educational games.

Staff have a satisfactory system for observing and assessing children's progress and planning their next steps for learning. They complete the required progress checks and share information with parents when their children are aged between two and three years. Staff share information about children's learning with their parents. They involve the parents by suggesting ideas for things they can do to extend their child's development at home to prepare them for school.

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

There is a harmonious environment within the setting because staff and children build close bonds with each other. Children settle quickly on arrival, showing they feel secure and comfortable within the setting. Staff follow the babies' routines from home to offer continuity and consistency in care, which helps them feel content. Staff routinely ask parents to provide information about each unique child. This enables them to find out

about children's preferences, current interests and family background so they can provide individualised care. All children have a key person. Children with special educational needs and/or disabilities or other additional needs receive suitable support through effective partnership working with parents and other agencies. All children behave appropriately and respond well to the positive praise and encouragement given by staff. Children are able to follow instructions and adhere to the ground rules put in place to safeguard their welfare. They are able to make their own decisions, such as whether they want to eat snack or not, which supports their developing independence.

Behaviour is mostly positive as children play well together and respond appropriately to staff requests. Staff act as positive role models and they generally support children's awareness of safe play through gentle reminders as children engage in play. However, staff do not always risk assess the environment or equipment appropriately, which means that they do not minimise all possible hazards to children. There are sound systems in place for supporting children's moves to school. The setting has developed close relationships with a number of schools that children move to. Staff work with them to support children as they prepare to move to school. Staff remind children about sharing and taking turns as they play, using a consistent approach to the way they manage behaviour.

The setting promotes children's health through supporting healthy eating practices and by providing many opportunities for children to get physical exercise and fresh air. Children enjoy snacks and meals, which are prepared on-site and include vegetables from their own allotment. Children benefit from sitting together and enjoying the social aspects of mealtimes, however, opportunities are missed to promote independence as they do not learn to serve themselves or pour their own drinks. Such skills help children prepare for their move to school. Fresh drinking water is readily available so children remain hydrated. The setting staff follow suitable hygiene practices to reduce risks of cross-infection to children and adults. Children learn to wash their hands as a matter of routine before eating and after playing outside and using the toilet.

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

The manager has a sound understanding of her roles and responsibilities regarding safeguarding. Staff have a good understanding of steps to take and who to contact should they have a safeguarding concern. Staff are vetted and comprehensive induction procedures are in place to ensure their suitability. As part of the induction process all newly appointed staff are made aware of the policies and procedures and their understanding is checked during supervision. Staff access training to ensure their continued professional development and knowledge. The inspection was brought forward due to concerns received by Ofsted regarding the safety of children. The concerns were investigated and the setting is required to take action to improve procedures to manage risk assessments. The setting has extensive outdoor grounds for physical play and nature activities, including an allotment and regular risk assessments are carried out both for the indoor and outdoor environment, as well as for outings. However, appropriate action to

reduce potential risks to children is not always taken. For example, although the manager identified a damaged table as a potential hazard to children, action taken to reduce this was inconsistently applied. This is a breach of both the requirements of the Early Years and Childcare Register. However, children are generally appropriately supervised as they play, which means that staff do act to promote their safety and well-being. Unauthorised persons are not able to gain access to the premises indoors or outside as there is a buzzer system and checks are made on the identity of visitors. Children are not released to unauthorised individuals and this is maintained by the nursery, who have records of people who can collect. The manager demonstrated that she has a good understanding of behaviour management procedures and supervision of children.

Staff plan for children's individual needs and next steps in learning and the educational programme is monitored by the management team to ensure children make good progress in their learning. Practice within the setting is monitored well by the manager and regular supervision meetings are held to ensure information is shared. The management team work closely together to identify the strengths of the setting and areas for future improvements. The manager has prepared a self-evaluation document, which shows the setting's strengths and highlights areas in which they plan to adapt, develop or change. This demonstrates the manager's generally good capacity to improve the setting. The setting welcomes help and support from a number of other agencies, as required, to ensure children's individual needs are met. Children with special educational needs and/or disabilities are well-cared for and staff work closely with all involved to produce individual education plans to ensure all children are included fully into the setting and make good progress.

Partnerships with parents are very good. Parents speak positively about the setting and staff and there are suitable systems in place to keep them regularly updated about their children and daily events. They are encouraged to share their comments about the setting and to become involved in their children's learning as the setting provides ideas to support children's learning at home. Parents speak of about how staff take excellent care of children and the good progress children make at the setting. They particularly value the use of the natural environment and ethos and philosophy the manager promotes. Others discuss how several of their children have attended over the years and they have recommended the setting to other parents.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that the premises and equipment are safe and suitable for childcare (compulsory part of the Childcare Register).
- ensure that the premises and equipment are safe and suitable for childcare (voluntary part of the Childcare Register).

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY443659
Local authority	Nottinghamshire
Inspection number	956510
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	65
Name of provider	Gina Smith
Date of previous inspection	01/10/2012
Telephone number	07971 441534

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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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