

# The Garden House Nursery

72 Crimicar Lane, Fulwood, Sheffield, South Yorkshire, S10 4FB

<b>Inspection date</b>	11/07/2013
Previous inspection date	26/01/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- Children make very rapid progress in their learning because they are offered a wealth of stimulating and motivating activities that challenge their thinking and help them to develop their ideas.
- Parental involvement at all levels means children are exceptionally well-supported at home because parents fully understand how to promote their learning and development.
- Children's safety is given the highest priority at all times because safeguarding measures are stringent and practitioners are vigilant at all times.
- Superior partnerships ensure children receive outstanding levels of support during transitions. This means their need for additional emotional support during periods of change is met exceptionally well.
- There is a very precise drive for improvement because self evaluation is rigorous and accurate. As a result, strengths and areas for improvement are clearly identified and swift action is taken to address any weaknesses.

## 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.

## Inspection activities

- The inspector observed activities in the main play rooms and the outside learning environment.
- The inspector held meetings with the manager and provider of the provision.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, and the provider's improvement plan.
- The inspector took account of the views of a parent spoken to on the day and from information included in the nursery's own evaluations.

## Inspector

Nicola Dickinson

## Full Report

### Information about the setting

Garden House Nursery was registered in 1989 and is on the Early Years Register. It is situated in a purpose built premises in the Fulwood area of Sheffield. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play.

The nursery employs 22 members of childcare staff. Of these, 21 hold appropriate early years qualifications at level 3 or above, including one with Early Years Professional Status.

The nursery opens Monday to Friday all year round. Sessions are from 7.45am until 6.15pm. Children attend for a variety of sessions. There are currently 120 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- optimise the opportunities for independent investigations by the youngest children, by creating an outdoor space where arrangements of indoor and outdoor resources and materials are varied.

### Inspection judgements

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

The nursery is welcoming, vibrant and lively, with a wealth of well-planned exciting activities, both indoors and outside. For example, children participate in 'Outdoor week' where they enjoy a forest school experience. Parents comment on the success of the programme and how it significantly enhances their children's learning. Practitioners in the nursery have a comprehensive knowledge of the Early Years Foundation Stage. They work exceptionally well with the local infant school to highlight areas where some children are not meeting the expected targets in learning and development. As a result, educational programmes are structured to focus on those areas, for example, developing early literacy skills. Senior practitioners are highly skilled in using props and sign language to promote children's language development. They use objects, stories and songs to support children's understanding of spoken language. The 'Pictorial Exchange Communication System' is

used with children who have difficulty using spoken language. The nursery seeks support from other professionals including portage and speech and language therapists, to promote learning for children who have special educational needs. Children who speak more than one language receive high levels of support to develop their understanding of English and development records show that all children make very rapid progress from their starting points, across all areas of learning.

All practitioners demonstrate they have high expectations of each child. They obtain information about children's starting points, and their interests, from their parents. This is regularly updated through discussions with parents and the use of an 'interest board' in each room, where both children and parents can add information. Scrap books and individual 'learning journeys' that parents are actively involved in compiling, provide a detailed ongoing record of children's interests and skills. Parents are also encouraged to make observations of their children at home. This means practitioners have a thorough understanding of each child's needs and thus, they can develop individual learning plans that are tailored to target the needs of each child and focus on the skills they have already gained. As a result, children are provided with innovative adult-led activities that challenge their thinking and help them to extend their skills. For example, a wide range of science and nature projects supports their growing understanding of technology. Parents comment that the quality of children's learning 'has gone from strength to strength', and 'It is brilliant to see how they are supported and monitored. The children make fast progress'.

The required progress check at age two has been completed for all children and shared with all relevant partners. Assessment is rigorous and detailed observations provide a comprehensive record of children's progress. Practitioners are fully committed to helping children achieve the targets set for them. They have a very good understanding of where each child is in their development, which ensures children are provided with stimulating educational programmes that significantly enhance their learning. Through expert teaching children are presented with subjects and questions that help to develop their understanding of the world and challenge their thinking. For example, children learn about sustainable gardening, and use the herbs and fruit they have grown, in cooking activities. They are developing an understanding of recycling through a variety of projects. Outside agencies are also invited into the setting to extend the variety of learning experiences on offer to them, such as animal handling workshops. Children enjoy sessions of adult-led learning, and combined with child-initiated exploration, children experience a very good balance of child-led and adult-led education, because they have a wealth of exciting activities and resources offered to them. There are occasional instances, where opportunities for the youngest children to explore and investigate, are not used to their full potential. This is because during child-led free play, the resources outside sometimes mirror those used inside, rather than being combined with outdoor resources to provide a unique and varying space. As a result, the range of resources, do not always maintain their interest.

The nursery has outstanding partnerships in place with the local infant school. The support they offer children during transition, such as visits to school and visits to the nursery by school teachers, means children are confident and very well-prepared for the move to school. Rooms have been developed so that those used by the older children begin to reflect the school setting with more focus on structured adult-led activities, for

example, group time, early literacy and mathematics. This means children are ready for the school setting when the time comes for them to move on. Detailed assessments ensure information shared about children's learning is accurate and precise. Parents demonstrate how much they value the work of the nursery with comments such as, 'It inspires confidence that my children are ready for school'.

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

Children enjoy outdoor play and learning in all weathers. The outdoor area has been developed to provide different sections that are used for a variety of purposes. Children can recreate holidays in the 'beach' while exploring sensory play with sand and water. The 'nature walk' develops their physical skills as they climb the big steps. When they arrive at the top they are encouraged to look after the birds by providing them with food and water. Discussions about their needs help to develop children's understanding of how to stay healthy. They explore growth and change by monitoring the lifecycle of frogs in the pond, and growing their own fruit and vegetables. They also learn how to care for animals by hatching and nurturing their own chicks. Older children are free to access the well-equipped outdoor area whenever they wish, and the youngest children enjoy planned outdoor sessions every day. This means they develop physical skills, while learning how exercise supports their overall health and well-being. The outdoor area is on different levels and this presents children with physical challenges, such as how to negotiate a slope. They use balls for throwing or catching, and low-level equipment for climbing and sliding. Even the youngest children develop their physical skills by participating in lessons with a tennis coach.

Children's safety is given utmost priority without restricting their independent exploration because practitioners are vigilant at all times ensuring children are well-supervised and kept safe. Children are encouraged to risk assess for themselves. With the help of skilled practitioners they have developed their own risk assessments and codes of conduct. As a result, they are developing a superb understanding of how to keep themselves safe. Their learning is enhanced by visitors to the setting, such as the fire service, who talk to them about 'people who help us'. Children are learning to embrace each other's differences and this is demonstrated through the robust peer relationships they have both with staff and each other. By devising their own code of behaviour, they are developing a thorough understanding of right and wrong and as a result, behaviour in the nursery is excellent. They develop their understanding of equality and diversity through a wide range of activities, including sessions where they explore food from around the world, and language lessons. Through first class teaching children begin to understand the needs of others and this is helping to prepare them for the larger social environment of school.

When children enter the nursery short settling-in sessions help to smooth transition, providing some continuity in their care. A very robust key person system ensures children develop strong, secure attachments early in their care and receive consistently high levels of support at all times. Parents comment that they do not worry about their children because 'they are cared for and loved. The nursery gives them emotional support and they hugged when they walk in. The older children who have moved on still come in to have

their hugs'. Staffing ratios mean that children who require one-to-one care receive intensive support from a dedicated practitioner. As a result, their needs are given priority at all times. Children in the nursery demonstrate they are extremely confident and self-assured. They welcome visitors and are keen to share their learning experiences. The support children receive to get them ready for transition into school is exceptional. They enjoy regular visits to the school to familiarise them with routines and the Early Years Foundation Stage teacher visits the nursery to meet them. As a result, children from the nursery are well-prepared for the changes because they have support from familiar adults when they enter the school setting.

Children enjoy a wide variety of organic, healthy snacks, including fruit and vegetables they have grown themselves. Discussions at meal times help children to understand how making healthy choices promotes their overall health and well-being. Ideas are shared with parents about what to include in children's lunch boxes. Children learn personal hygiene through practical routines and this helps them to be independent in their self-care when they move onto school.

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

Practitioners in the nursery have an excellent understanding of child protection issues and children's safety is given utmost priority. Entry to the nursery is by a buzzer and security measures are strictly adhered to. Safety is highlighted by parents as one of the outstanding features of the nursery. Detailed records of visitors are maintained. A register of the children's attendance, including when they arrive and leave, is in place. The manager supports parents' understanding of the nursery's practice by providing copies of the policies and procedures and they demonstrate a thorough knowledge of the service provided. Procedures, such as what to do if children are ill, are implemented effectively. All practitioners have attended safeguarding training, and senior practitioners have completed advanced safeguarding training, to develop their knowledge of how to keep children safe. There are clear lines of accountability and practitioners are vigilant. They demonstrate a thorough understanding of their responsibilities for ensuring children, are kept safe at all times. Rigorous recruitment procedures are in place to ensure practitioners are suitable to work with children. Checks completed by outside agencies, such as the fire service and health inspectors, ensure the environment is safe and suitable for children and detailed risk assessments are in place. There are 21 members of staff who hold a current first aid certificate, which means that they can give appropriate treatment if there is an accident to a child in the nursery's care.

The management team has a comprehensive knowledge of the learning and development requirements. Implementation of planned learning is scrutinised, to ensure children's experiences consistently offer them optimal challenge, and help them to maintain rapid progress across all areas of learning and development. Individual skills of each practitioner are assessed and they are deployed in roles that utilise their skills to maximum effect such as, special educational needs coordinator or nature coordinator. Ongoing mentoring of staff is robust and this means training programmes are targeted to tackle any

underperformance, and improve the proficiency of practitioners who are already highly skilled. For example, how they can use sign language to support development of communication and language skills. One parent describes practitioners as 'the four c's; controlled, calm, confident and competent'.

The management team is exceedingly motivated to drive improvement and continually raise the high standards of the nursery provision, demonstrated by a rigorous monitoring process that facilitates a precise and accurate assessment of strengths and weaknesses. This means swift action is taken to address any areas identified for improvement. For example, the sleep area in the baby room has been redesigned to provide an area that reflects the sleeping arrangements children experience at home. To ensure very high standards are maintained, all users of the nursery, and practitioners, are actively involved in evaluating teaching, learning, and the overall service of the provision. The nursery takes into account that parents they work in partnership with, often have very busy lives, so their views are sought in a variety of different ways, such as questionnaires, emails and newsletters. Parents value the contribution the nursery makes to their lives, describing it as 'Fantastic', and 'Excellent'.

## 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

<b>Unique reference number</b>	EY286707
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	922879
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	67
<b>Number of children on roll</b>	120
<b>Name of provider</b>	The Garden House Nursery School Limited
<b>Date of previous inspection</b>	26/01/2010
<b>Telephone number</b>	0114 263 0149

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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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