

Garden House Nursery School

Inspection report for early years provision

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Inspector Hazel Meadows

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Type of setting 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 was established in 1995 as one of three nurseries privately owned and managed by GHNS Ltd. In 2009 it became an individual company, privately owned by one of the directors. It is situated in the town centre of Ipswich, Suffolk. The nursery operates from three main rooms on the ground and first floors of a rented, listed building. The rooms are on varying levels and there are many steps, therefore, the premises are not fully accessible. Children have access to an enclosed courtyard area for outdoor play.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 50 children, aged from birth to eight years of age, of whom not more than 24 may be under two years of age, may attend the nursery at any one time. There are currently 80 children on roll, all of whom are in the early years age range. Of these, 40 children receive funding for early education. The setting also offers out of school care for children aged five to eight-years-old, who have previously attended the nursery.

The group is open Monday to Friday from 7.30am until 6pm for 51 weeks of the year, closing on all bank holidays and for one week at Christmas. Children can attend for a variety of sessions and come from a wide catchment area. The setting supports children who have special educational needs and/or disabilities and children who speak English as an additional language.

The group employs a nursery manager plus 16 staff, all of whom hold appropriate early years qualifications. One member of staff is qualified to level 6 and one to level 5, who is also enrolled on the Early Years degree. The majority of the other staff are trained to level 3. The group receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled at the nursery and, overall, are making very good progress through the Early Years Foundation Stage. Committed and competent staff work well as a team and establish highly positive partnerships with parents and others, ensuring children receive consistent and inclusive care. Comprehensive documentation and procedures work well in practice to ensure children's welfare. There is a commitment to ongoing improvement and this is well supported and promoted through effective self-evaluation.

What steps need to be taken to improve provision further?

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

- explore ways of offering children a greater variety of outdoor, natural and challenging experiences

- maintain a method of reviewing the nursery resources and layout and address areas which need refreshing and improvement.

The effectiveness of leadership and management of the early years provision

All staff are clear of their responsibilities to protect children. They have all attended safeguarding children training and have a secure awareness and understanding of safeguarding issues and procedures. Robust recruitment procedures are in place to ensure staff's suitability to work with children. Premises are very secure and staff are watchful of the children and attentive to their safety. Thorough written risk assessments are undertaken to minimise risks to children.

The experienced and established staff work well together as a dedicated team. Regular supervisions, team meetings and annual appraisals promote ongoing staff development and improvement of nursery practice. A well-maintained Ofsted self-evaluation form offers an accurate review and assessment of the nursery, recent achievements and improvements, as well as, plans for the future. This means there is a strong capacity for continuous improvement. For example, a 'Fresh Pair of Eyes' system has been introduced to endeavour to make simple, continuous improvements in each playroom. This continues to be developed as refreshing of resources is ongoing as funds permit. Ratios of staff to children are now closely monitored and staff are well deployed to meet the needs of the children and ensure their welfare.

The nursery is receptive to working with others and has received considerable support from Suffolk County Council since their last inspection, working cooperatively to make sustainable improvements to the outcomes for children. For example, layouts have been reviewed and some resources refreshed, resulting in children having renewed focus and interest in their surroundings and the activities available. Visits from reception teachers are welcomed to aid children's transitions into school and the nursery works closely with other professionals to support children with any additional needs.

Staff establish highly positive and trusting partnerships with parents which is conducive to children's welfare and continuity of care. Regular and open communication is promoted with the child's key person and parents are encouraged to review and contribute to their child's learning journey record at any time. Parents are kept very well informed, through frequent dialogue with staff, well-presented notice boards and newsletters, and parent evenings at least twice a year. Parents' views and comments are welcomed via questionnaires, suggestion boxes and direct comments and improvements are made as required. Parents feel well informed and involved and state their children enjoy attending and are making good progress.

Inclusive practice is well promoted. Staff have a positive attitude and approach towards diversity, which is reflected in some of the resources and activities. Personal play plans or individual care plans are completed for children if required. Comprehensive details are obtained about each child to support their welfare and

signed consents are obtained from parents to ensure children are cared for according to their parents' wishes.

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

Children display high levels of confidence and independence, freely exploring the broad variety of activities available. They are developing positive self-esteem and are confident communicators, engaging in conversation with staff and visitors. Children's behaviour is very good and positive behaviour is acknowledged and praised. Children learn to manage their own behaviour through gentle reminders and reinforcement from staff. Older children competently, and mostly independently, regulate their time at the computer through the effective use of a sand timer. Consequently, they learn to share and patiently wait for their turn. Staff are positive role models, treating children with kindness and respect, which helps children feel safe and secure.

Staff are caring and attentive to the children and get to know them very well as individuals. Additional information about each child is gathered from parents. Staff use this information, in addition to their own observations, to develop an insight into each child's individuality and the starting points in their learning. This helps staff to support them accordingly. Babies' and toddlers' individual routines are maintained as much as possible to offer consistent care. Progression from one room to the next is sensitively managed by staff to ensure positive and smooth transitions for each child. Diversity in all its forms is valued and embraced. Personalised welcome posters are displayed at the entrance to each room and 'Family Tree' boards display a selection of each child's family and friends, reinforcing children's sense of worth and security.

Staff have developed a very effective method of monitoring children's progress towards the early learning goals. Succinct and relevant observations, recorded in learning journey records, are clearly linked to an area of learning and are used well to identify the child's next step. This ensures a child's next steps are not overlooked and are effectively used inform weekly planning, which aids each child's individual progression.

Children are offered activities and resources to support their development across all the areas of learning. Children learn to recognise their names and know that text has meaning as they self-register and find their names at snack time. A delightful range of books is readily available to the children and the older children are engaged and listen attentively at group story time. There are many opportunities for mark making and developing early and pre-writing skills throughout the nursery. Babies enjoy painting outside and older children enjoy the creative effect of drawing with chalks.

A selection of pets including a hamster, rabbit, fish and snail help children to learn about living things. They can also dig in soil filled troughs in the outdoor area, and sometimes help to plant and water flowers and vegetables. Children have daily opportunities for fresh air and some exercise in the outdoor courtyard, developing

their physical skills and confidence with ride on toys. Occasionally, children gain a broader experience of the natural environment and play on larger equipment, for example, by visiting local parks, but this is an area for ongoing development.

Staff are vigilant regarding hygiene, which minimises the risk of cross infection. Good nappy changing practices are followed and children have individual bedding which is washed at least once a week. Children are learning good hygiene practices, such as hand washing prior to eating and after using the toilet, through regular routines and visual prompts. An excellent variety of nutritious meals, which are cooked on the premises, and healthy snacks, promote children's understanding of healthy eating and encourages them to try different foods. Children's skills and independence are encouraged at meal times, with adult support as required. For example, babies are given time and opportunity to learn to feed themselves and older children serve their food and pour their own drinks.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2

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

Outcomes for children in the Early Years Foundation Stage	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	1
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