The Children's Garden Day Nursery

33 Broad Street, STAMFORD, Lincolnshire, PE9 1RB

Inspection date	13/02/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	**This inspection:**	1
	Previous inspection:	Not Applicable

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 benefit from an exceptionally inspiring and vibrant learning environment, where innovative and highly enriching learning opportunities ensure they make rapid progress towards the early learning goals.
- Motivated, knowledgeable practitioners offer children affectionate, nurturing care and high quality teaching, which stimulates them to engage deeply in the superb range of learning experiences on offer.
- The outdoor learning environment is outstanding. It provides children with unusual, educational and innovative activities, which encourage them to be children in the true sense of the word as they explore, investigate and have wonderful fun.
- Parents' involvement in their children's learning is superbly harnessed and they are included in the life of the nursery, as they use the 'Parental Hub' and enjoy a coffee on their way in and out of the nursery.
- The management team are dedicated to offering the highest quality care and learning and seek to continually improve the educational programmes. The inclusive team ethos within the nursery ensures that all work together to ensure the success

- Precise, comprehensive monitoring, a clear understanding of safeguarding and the excellent training and support offered ensures that all practitioners are clear about their roles, offer practice and teaching of a high standard and feel valued and

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Activities were observed in the each of the rooms in use and the outdoor area including a joint observation with the manager of a mud kitchen activity in the main room.
- A meeting was held with the manager of the nursery and a telephone conversation was held with one of the nursery owners. Children's key persons were spoken to as appropriate during the inspection.
- Evidence was checked regarding the suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The views of three parents were taken account of during the inspection.

Inspector

Deborah Hunt

Full report

Information about the setting

The Children's Garden Day Nursery was re-registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from a converted four-storey Georgian house in Stamford town centre, Lincolnshire. The nursery is privately owned and managed. The nursery serves the local and surrounding areas and is accessible to all children. There is an enclosed garden available for outdoor play.

The nursery employs 17 members of childcare staff. Of these, four hold qualifications at level 4, eight at level 3 and two hold qualifications at level 2. Two practitioners hold an early years degree at level 6.

The nursery opens Monday to Friday from 8am until 6pm all year round except for bank holidays and one week at Christmas. Children attend for a variety of sessions. There are currently 98 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 with special educational needs and/or disabilities. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- continue to enhance the already outstanding outdoor learning environment to inspire further awe and wonder in children through activities, resources and equipment offered.

Inspection judgements

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

Children are inspired to learn at this outstanding nursery. Highly skilled practitioners, who each bring different strengths to their roles, display an excellent awareness of the learning and development requirements. Their professionalism is reflected in the targeted teaching strategies employed and their in-depth knowledge of the different ways in which children learn. The exciting, stimulating and exceptionally well-considered indoor and outdoor learning environments provide children with vibrant opportunities for learning and discovery. For example, children measure the liquid mud mixture ready to pour into cake cases and wade, knee deep in muddy water, as they explore the mud kitchen. They mix mud and water to create 'cake mix' in a bowl and a practitioner extends their imaginative play by providing a cake tin to 'cook' it in. They discuss writing the recipe down in their wipe clean recipe book and count the number of cakes made in English and Spanish.

Children explore the marks they make with their wellingtons in the mud and create mud handprints on the wall. A child, enthralled at liquid mud raining through the holes in a colander, says to a friend to 'look what I have done, watch this!'. Children's natural enthusiasm is expertly captured by practitioners who enable them to explore new concepts and aspects of learning.

The superb Montessori classroom offers children activities, which value them as autonomous learners. Children work on their individual mats as they explore and analyse activities, which encourage them to develop critical thinking skills. They stack wooden shapes by size and explore sensory learning as they feel the shape of sand paper letters. They wash their paint pots in the child-height ceramic sink and use the child-size dishwashers competently. Children's independence is superbly fostered throughout the nursery. Babies pull themselves up on the day bed and take their first tentative steps and older children bake their own bread each day. They learn how flour is made and how the yeast interacts with the dough and the resultant bread is eaten at meal times each day. The outdoor learning environment is accessible throughout the nursery and pre-school children have superb fun as they shoot down the tunnel slide from their upstairs room. Babies and toddlers experience low-level risk as they learn to negotiate the shallow steps at ground floor level. Once outside, they engage in learning through each of their senses, complementing the Montessori ethos of the nursery. The nursery firmly believes in children discovering and experiencing the world around them and seeks to achieve this through the educational programmes offered. As they pass the raised beds they explore the feel and smell of plants and flowers selected to encourage them to explore their senses. The fabulous Yurt, made in Mongolia by traditional means, with its intricate interior decor and central wood burner offers children fantastic learning opportunities. For example, during weekly 'Bush craft' sessions older children enjoy deciding which of the chopped logs to select as seating for inside the Yurt. They talk about how to get the logs inside and confidently decide they need to roll them. Children watch wood being chopped and learn that the logs created provide fuel for the wood burner. They know that they must remain seated while it is lit, unless invited to move closer by an adult. Children cook flatbreads on the wood burner and listen to stories as they eat them sitting on the log seats they have created. Practitioners who are Forest School trained take children on a variety of trips within the local area. For example, children visit the grounds of a local stately home to forage, bringing back leaves, acorns, twigs and sticks to create their bug hotel. They visit the local street market outside their door to buy fresh fruit and vegetables and enjoy the busy, bustling experience. Children use the climbing frame, play skittles, dig in the sand and find quiet refuge in the 'pods' as they talk to their 'baby' and watch other children playing. The superb use of the outdoor environment enables practitioners to harness children's enthusiasm for learning, offer them the freedom to explore, be physically active and experience nature, the seasons and weather. Through the exceptional range of activities offered children therefore gain valuable skills to support their later learning. Practitioners provide children with expansive and innovative opportunities to communicate their thoughts and ideas as they explore the high quality resources and activities offered. For example, babies play with a wide range of interactive toys and develop their senses as they explore treasure baskets. Practitioners encourage their developing understanding of language as they offer them single sounds and words in gentle, nurturing tones. They sing to them and babies with sparkly eyes enthusiastically join in with familiar actions and gestures, giggling as they clap their hands in the air. Toddlers explore the texture of paint as they use pink and red shades to create their Valentine's Day cards. They paint their hands and print them, adding glitter and heart shapes as the practitioner offers them new words and names colours. Their innate curiosity and thinking skills develop as they play

hairdressers and brush the practitioner's hair and she offers associated vocabulary, such as 'shampoo 'and 'conditioner'. Pre-school children learn about different countries through children attending and topics covered. They study their world map, learn key words in Spanish, Italian and French, become familiar with the flags of different nationalities and study customs and traditions. Practitioners use the extensive learning opportunities available to extend children's phonic recognition and their increasing vocabulary. Children are superbly encouraged to initiate their own learning as practitioners use their skills and knowledge to further challenge their thinking.

Practitioners throughout the nursery carry out clear, accurate assessments of children. These ensure that any gaps in children's learning are targeted and the progress check at age two provides parents with reassurance about their child's progress. Observations are precise and sharply focussed and provide next steps in learning which enable children to make rapid progress. The outstanding dedication of key persons and the knowledge they have of each child and their family allows them to support children to make excellent strides in their learning and development. An extremely thorough and robust system is in place to track and monitor children's learning and progress. This, together with the highly effective methodology in place for supporting children who have special educational needs and/or disabilities, or who are gifted, ensures that any additional input necessary is promptly identified. Children, therefore, maximize their potential. Through the exceptional range of opportunities offered, all children in the nursery make excellent progress towards the early learning goals. This prepares them superbly in readiness for school and their future learning.

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

Children clearly demonstrate an excellent understanding of how to keep themselves safe and healthy in the homely, stimulating and secure nursery environment. For example, younger children know to hold a practitioner's hand as they go downstairs to the outdoor area and wear wellington boots outside to help prevent them slipping. Children learn to manage risk themselves as practitioners offer them individualised support to help them become independent, confident learners. For example, at meal times the nursery place hot food containers in woven baskets with handles for pre-school age children. Children know they use the basket handles because the food containers are hot. Key persons are sensitive, skilled and know individual children well because they gather comprehensive information from parents about their child's individual needs. This enables them to support children superbly to form positive emotional attachments as they move from home to the nursery. As a result, children are provided with a firm foundation for their emotional well-being and they develop highly competent social skills. Practitioners competently develop children's skills as independent learners and encourage them to select their own resources from the extensive range available.

Children are secure in the knowledge that positive, enabling practitioners are nearby if they need comfort or support. For example, a practitioner provides reassurance and encouragement for a baby as they negotiate the low step in their room. Children snuggle with a practitioner in the Montessori Room, looking through the scrap book they have collated as they recall past learning and events. This helps promote social interaction between them and their peers, as well as with trusted adults. Children enjoy a superlative dietary experience at the nursery where the two cooks prepare locally produced, organic foods, which are freshly cooked each day. The menu is rotated biannually and within this,

across a five-week period. Meals and snacks provided are nutritious, delicious and meet children's individual dietary needs, taking account of allergies and cultural preferences. Children learn about the connection between healthy food and exercise to help them grow up strong and fit as they participate in regular yoga, sports and outdoor related extra-curricular activities. For example, they relish opportunities to take part in wood work activities, pottery and gardening. Children use the outdoor learning environment in all weathers. On the day of the inspection, although the weather was unusually wet, children played outside throughout the day.

Children display exemplary behaviour across the nursery. This is attributable to the highly positive role models they have in practitioners, who provide clear boundaries and use age-appropriate strategies. Excellent support is provided by specialists working within the team and liaison with external professionals and parents ensures children receive timely, targeted support. The importance attached to developing children's independence and social skills is evident at meal times. They wash their hands before eating and help prepare the table. Much conversation takes place as they eat. Children chat about home, their families and what they have been doing both at nursery and elsewhere, eagerly sharing news with practitioners. They enjoy this sustained interaction with adults and their peers and look forward to the tasty, nutritional meals offered. Children receive dedicated input from familiar, well-loved key persons in their learning. Consequently, they develop the key skills and attitudes necessary to support them in their future learning and make excellent progress in preparation for school.

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

Practitioner knowledge and understanding of safeguarding is excellent. They have a thorough awareness of how to protect and safeguard children. All of the team have completed safeguarding training and know the contact details and procedure to follow should they have any concerns about a child in their care. Recruitment procedures are robust and involve a three-tier process, including a practical interview. This ensures that only those able to reflect in their practice the high standards required are employed. Risk assessments are thorough and support the safe operation of the nursery and children learn to recognise and manage risk. Training within the nursery is given high priority and is seen as key to improving quality within the nursery. A training matrix monitors practitioners' professional development and they receive superb support to develop their knowledge and professional practice from the manager and deputy. Staff supervision is a regular occurrence and annual appraisal is embedded within practice. The manager carries out regular room monitoring to assess and monitor practice and practitioners take part in 'co-co's' which are peer-on-peer observations. A recently introduced initiative is the use of a document by all practitioners called 'My Inspirational Journey'. In this document practitioners record positive comments received and any other noteworthy incident or occurrence. This is to help remind them why they do their job and these and many more measures encourage the open and supportive ethos within the staff team. As a result of the clear focus on improvement throughout the nursery, the quality of teaching and learning is greatly enhanced.

The committed and highly motivated owners and management team work in close partnership with the nursery team. The manager values her team and together they work purposefully to achieve the very high standards evident throughout the nursery. This

ensures all children attending experience outstanding care and learning. The training and valuable life experiences of the owners and management team ensure they interpret the learning and development requirements of the Early Years Foundation Stage superbly. Children are therefore offered an exceptional range of experiences, which ignites a love of learning they take with them throughout their lives. Close links with the local community, partner agencies, schools and other early years settings bring added value to the operation and success of the nursery. Comprehensive self-reflection and astute evaluation of the nursery's strengths and weaknesses is a continuous feature of the nursery's practice. This ensures identification of priorities and targeted plans ensure improvement is ongoing. For example, despite the excellent outdoor learning environment, there are substantial plans in place for further enhancements. Parents, children, practitioners and external partners are fully involved in the evaluation process to ensure their views and ideas are taken into account and acted upon.

Practitioners throughout the nursery demonstrate an extensive knowledge of the educational programmes and how best to help children make sustained progress in their learning. Children's needs are exceptionally well met through the mutually beneficial relationships, which exist between the nursery, children's parents and external agencies. Parents are extremely complimentary about the nursery and the exceptional experience their children receive. They comment on 'the fantastic staff' saying their children 'absolutely adore them'. When asked why they rate the nursery so highly, they comment that 'it's just brilliant' and 'has surpassed their expectations'. Parents know that their children are very happy here and they value the 'secure and stable environment', 'staff friendliness, personalisation and quality of care' offered.

The Childcare Register

The requirements for the compulsory 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	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	EY459975
Local authority	Lincolnshire
Inspection number	934325
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	98
Name of provider	The Children's Garden Day Nursery Partnership
Date of previous inspection	not applicable
Telephone number	01780 752 094

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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