



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 251494

DfES Number: 510905

### INSPECTION DETAILS

Inspection Date 15/03/2004  
Inspector Name Lynda Jean Bullock

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Garden House Nursery School  
Setting Address Unitarian Hall,  
18a St. Nicholas Street  
Ipswich  
Suffolk  
IP1 1TJ

### REGISTERED PROVIDER DETAILS

Name GHNS Ltd 4761667

### ORGANISATION DETAILS

Name GHNS Ltd  
Address Garden House, Main Road  
Woolverstone  
Ipswich  
Suffolk  
IP9 1AX

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

Garden House Nursery School is a privately owned nursery which has been open since 1995. It operates from the Unitarian Hall in the centre of Ipswich in Suffolk.

The nursery provides sessional and full day care for children from Ipswich and the surrounding area.

It opens from 07.30 to 18.00 each weekday throughout the year only closing for one week at Christmas.

There are currently 31 children on roll, this includes 6 funded 3 and 4 year olds. Children attend for a variety of sessions.

The nursery offers support to children who may have special needs or who have English as an additional language.

The nursery employs seven members of staff who are all appropriately qualified. The Nursery is a member of the Early Years Development and Childcare Partnership (EYDCP)

### How good is the Day Care?

Garden House Nursery School provides satisfactory care for children.

The nursery provides a bright and welcoming environment to parents and children. It is secure and all arrivals are monitored by the staff. The registered person and the staff team need to consider the structure of the day for children aged two to five years, the use of space, resources and the grouping of these children to ensure that all children's needs are met effectively.

Staff encourage children to learn about hygiene through the nursery's daily routines. A range of meals and snacks are provided for children and in the baby unit all children under one year old are provided with organic meals. The nursery has health and safety procedures in place.

Staff provide planned activities for children but need to make sure a broad range of activities are provided which helps children make progress in all areas of their development. There are a wide range of toys and resources available at the nursery and thought needs to be given to allowing children to have more opportunity to take part in free play and to select toys and activities. The registered person needs to make sure that all staff use appropriate methods when dealing with children's unacceptable behaviour.

The nursery has developed suitable relationships with the parents, they are provided with a range of information about the setting, its activities and staff share daily information with them about their child.

### **What has improved since the last inspection?**

At the last inspection the nursery was asked to ensure the register is completed appropriately, they have reinstated the diary.

The nursery have ensured that children have free access to drinking water at all times by providing jugs of water and cups in the room for children aged 2-5 years. Babies are offered drinks regularly.

The nursery have revised their complaints procedure and made it available to parents.

The nursery ensures that all new staff undergo induction training.

### **What is being done well?**

- High standards of hygiene are in place within the nursery, staff in the baby unit are vigilant about nappy changing routines to prevent the spread of infection and everyone is asked not to enter the baby unit in outside shoes. Staff provide children with good role models, children are learning good hygiene practices though regular daily routines of hand washing, cleaning tables and tidying up.
- Children are provided with a suitable range of snacks and meals, staff are aware of and meet the needs of children with any dietary requirements. In the baby unit children are fed on demand, are held when they have their bottle and children under one year old are provided with organic meals.
- A warm and welcoming environment is provided for the parents and the children. Nursery staff welcome them as they arrive and take time to greet them and exchange information. The premises are light, bright and decorated with posters and examples of children's work and projects.
- Staff have a good understanding of their responsibilities to protect children and are able to identify possible signs and symptoms of abuse. They are able to put the child protection procedures into practice.

**What needs to be improved?**

- free play opportunities and structure of the day
- access to toys and equipment
- behaviour management
- observation and assessment

**Outcome of the inspection**

Satisfactory

**CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

**WHAT NEEDS TO BE DONE NEXT?****The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	Consider how staff observe, record what children do and use their observations to plan the next steps for the children's play, learning and development
11	Ensure adult handling of behaviour is consistent and developmentally appropriate.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

The provision for nursery education at The Garden House Nursery is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses.

The quality of teaching has significant weaknesses. Children's progress towards the early learning goals is recorded, however, staff do not work as a team to plan for and assess the children. Staff do not always provide opportunities for children to initiate their own play and learning. Opportunities for children to discover, explore and to be creative are limited by the restricted use of resources and available space. Not all staff have a clear understanding of the Foundation Stage Curriculum and the Stepping Stones. The learning objectives for the activities provided are not understood by all staff, resulting in children making limited progress towards the early learning goals.

The staff work directly with the children, they encourage them to share, take turns and cooperate within the group, however, behaviour management strategies are not always appropriate.

Leadership and management has significant weaknesses. Teaching strategies are not shared with all staff, some staff are unaware of the learning objectives for each activity.

Staff meetings take place and appraisals are carried out, ensuring that the staff have the opportunity to identify training needs

Partnership with parents is generally good. Staff have good relationships with the parents and provide a warm and friendly environment. Parents receive regular news letters informing them of future topics, however, they are not aware of the Foundation Stage Curriculum and do not contribute to their child's records.

### What is being done well?

- Staff have good relationships with the parents, they speak to them on a daily basis and are happy to discuss children's progress at any time. This ensures that information is shared and children are supported in their learning.
- Speaking and listening skills are well fostered, staff encourage children to chat about their experiences and ask questions which help them put their thoughts into words.
- Children share books together and are aware of how books work, they enjoy stories and role-play reading to each other.

**What needs to be improved?**

- Assessments need to inform planning to ensure children are given appropriate challenges to progress in their learning. All staff should contribute to observations, recording development through meaningful play activities.
- Training and support to be put in place to enable staff to develop a varied curriculum and a greater understanding of the Foundation Stage.
- Leadership's monitoring and evaluating of the quality of teaching. Introducing strategies to enable practitioners to utilise their skills and work as a team.

**What has improved since the last inspection?**

Assessments now cover all areas in detail, however, the recording is inappropriate and takes place over one week each half term, involving children being tested outside purposeful play activities.

Staff were also asked to consider reinforcing correct use of upper and lower case letters, this has been carried out and reinforced with labels and names around the room.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

Staff encourage children to listen to each other and to take their turn in speaking. Children take responsibility for the equipment by helping to tidy up, however, they are not encouraged to manage age appropriate tasks such as pouring drinks and cutting their food at lunch time. There are unrealistic expectations of children to sit for long periods of time at story, meals and joint activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Speaking and listening skills are well fostered. Children are becoming confident communicators, initiating conversations with familiar and unfamiliar adults. Children use language in imaginative play and cooperate with each other. Children enjoy finding letters to make their names. Children have little opportunity to practice mark making.

### MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children are using numbers for counting during play and in number rhymes. Older children are able to use simple calculation to find out how many children are left, however, there were few opportunities for children to problem solve. Children are confused when given too much information at once about shapes, colours and numbers. Maths was not used in context or followed up in purposeful play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are introduced to a range of cultural festivals through planned topics, they discuss the customs and beliefs. The nursery are well resourced with items from the natural world as well as scientific items, however, children have limited opportunities to explore the resources as access to the room is restricted. Materials for designing and building are pre-selected by staff and adult directed, children are not involved in constructing the train track or selecting their own equipment.

### PHYSICAL DEVELOPMENT

Judgement: Significant Weaknesses

Children have opportunities to handle simple tools such as hammers, nails and screws in planned activities and are beginning to use scissors for cutting. There were limited opportunities and equipment for children to practice climbing, peddling, pushing, pulling and other large motor skills.

<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Significant Weaknesses
Children use their imagination well with small world resources, and, in the short time available, for child initiated role play. Planned role play was adult lead and highly directed, limiting any creativity from the children.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children's progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- Planning needs to include opportunities for children to develop their imagination, creativity and independence.
- Assessments need to inform planning, this will ensure children are given appropriate challenges to progress in their learning. Staff and parents to be involved in observations, recording development through meaningful play activities.
- Training and support to be put in place to enable staff to develop a varied curriculum and a greater understanding of the Foundation Stage.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*