

Inspection of The Garden Nursery Frome Ltd

40 Innox Hill, Frome BA11 2LN

Inspection date: 2 December 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders have devised a curriculum that helps children to develop fundamental self-care skills and independence for their future learning. Staff teach children from an early age to learn how to put their coats on, and older children independently dress themselves for outdoor play. Staff help younger children to build on their vocabulary, supporting them to make connections between words and objects. For example, staff use picture flash cards and children point and say 'cup', then staff say, 'We use cups during snack time.' Younger children count confidently from one to four when pointing at objects in a book. Staff help older children learn new concepts, such as 3D shapes when building towers. Children develop a good awareness of mathematical concepts and language from an early age.

Leaders and staff have high expectations for children's behaviour and role model these well. This helps children begin to learn how to regulate their own behaviour. Staff gently remind children of the rules and praise positive behaviours, such as good listening. Children develop a sense of pride and achievement. Children have formed friendships and have a kind and caring attitude towards each other. Staff value children as individuals and give them choices throughout the day. For example, children choose what they would like to play with outside. This builds on children's confidence in making choices and to recognise that their voice is important.

What does the early years setting do well and what does it need to do better?

- Staff know children well and provide activities that capture children's interest. For example, older children use their fingers to make marks in shaving foam in preparation for early writing. Younger children take pride in completing simple puzzles independently. However, staff do not consider how to adapt activities and experiences to further extend children's learning. This does not support children to consistently make more rapid progress in their development.
- Staff use effective observation and assessment procedures to monitor children's learning. Leaders have recently introduced a new tracking system for younger children, incorporating more age-appropriate learning outcomes. This helps staff to more precisely identify next steps in children's learning. Staff collate information from parents and use baseline assessments to create good starting points for children.
- Staff use new knowledge from recent training to develop their storytelling by implementing props and using expressive facial gestures and voices. Children interact and engage with stories well, promoting their use of language. Outside, children independently choose to sit and look through books. Children develop a love of literacy.
- Children play in the fresh air every day and enjoy the outside space. Staff

provide opportunities for children to develop their larger physical skills. Younger children smile as they run and older children work together on the see-saw, developing their balancing skills. Staff take children to local parks and woodlands so they can exert themselves through climbing and adventure. This contributes to children's good physical health.

- Leaders and staff plan the learning environments well to support children's well-being. For example, staff have introduced a 'cosy area' for younger children, helping to develop their self-regulation. Staff use visual timelines to support older children's understanding of what is happening next, helping them to feel safe and secure. However, occasionally, transitions happen too quickly for the younger children. This means that sometimes they do not understand what is happening and can become unsettled.
- The nursery is very much part of the local community. Staff take children on trips into the town to visit the fruit shop. Children enjoy visits to the church and learn about various festivals, such as harvest. Children develop their understanding of diversity and culture.
- The dedicated leaders model good practice and offer coaching to staff through regular supervisions. Leaders target training to reflect the needs of the children. For example, the nursery was recently extended to cater for children under two years old and staff completed training, developing their understanding of the care of babies.
- Communication with parents is a strength of the nursery. Parents report on consistent sharing of information regarding their children's learning and experiences. Staff provide parents with home-learning bags targeted at children's next steps, providing continuity in their learning at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff to recognise when and how to adapt activities to further build on children's individual learning and development
- review strategies to help younger children to better understand what is happening now and what will happen next, creating smoother transitions for children.

Setting details

Unique reference number	2698505
Local authority	Somerset
Inspection number	10373909
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	36
Number of children on roll	34
Name of registered person	The Garden Nursery Frome Ltd
Registered person unique reference number	2698504
Telephone number	01373 453345
Date of previous inspection	Not applicable

Information about this early years setting

The Garden Nursery Frome Ltd registered in 2022 and is one of two privately-owned provisions. They operate from Frome, Somerset. The nursery opens Monday to Friday, from 9am to 3.30pm, term time only. The nursery offers wrap-around care from 8am to 6pm. The nursery employs eight members of staff. Of these, one holds a suitable qualification at level 6, three hold early years qualifications at level 3, two at level 2 and there are two unqualified members of staff. The setting offers government funded places

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of teaching and carried out a joint observation with the manager and deputy manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector observed children's activities and staff teaching, indoors and outdoors.
- Staff spoke with the inspector at convenient times and the inspector assessed their safeguarding knowledge.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- A meeting was held between the inspector and the management team to discuss leadership.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

We carried out this inspection 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.

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