

Inspection of Secret Garden Day Nursery

3 Barton Villas, Dawlish, Devon EX7 9QJ

Inspection date: 22 May 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Staff are gentle, kind, and welcoming. They get to know the children and their interests well; this helps children to settle quickly and feel secure. Staff role model positive relationships, so children behave well, share and are kind. For example, children offer to share resources and invite their friends to join them, such as looking at books together. Staff help children to make links across their learning. For example, to help toddlers with feeding themselves, they remind them of how they used a scoop in their activity. Older children looking at a picture of the planet Earth recall, with staff, talking about where they live.

The manager plans an effective curriculum and staff implement it well, focusing on the prime areas. For example, at story time, even toddlers new to the setting, become engrossed and engage with enthusiasm. Staff successfully get children involved and active, developing their large muscle skills. When appropriate, they listen and concentrate, eager to recall what's next, demonstrating a positive attitude to learning. Staff provide just the right amount of support for children to become independent. For example, toddlers learn to manage their clothes when using the potty and wash their hands for lunch. Older children put on their coats and help prepare and serve their snack. Teachers from the local school confirm how well staff prepare children for their next stage of learning.

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

- The manager has supported staff with following children's emerging interests to motivate their learning more effectively. A recommendation at their last inspection. The planning is sequenced well to prepare each child for their next stages of development, ensuring they are confident to have a go at new tasks. For example, staff support older babies with climbing and managing stairs, before they go to the toddler room, and toddlers with being potty trained before pre-school.
- Staff use their observations and assessments effectively, to know what children can do and what they need to be learning next. The managers ensure that children receive additional funding or support where needed; quickly making referrals to outside agencies and targeting their planning, to help children catch up with their peers.
- Children are confident communicators. All staff consistently recast children's mispronounced words and add vocabulary. They engage babies and toddlers with eye contact and facial expressions, and older children in good conversations. For example, pre-school children describe how caterpillars make a cocoon and become a butterfly, and others play games that teach them spatial positions.
- The manager recognises the impact children's language skills has on their

behaviour and staff focus on supporting communication, through pictures, sign, and demonstration. Staff successfully support children who are learning English as an additional language, to help all children manage their emotions and build good relationships. Children develop a positive attitude to valuing people's differences.

- Staff organise the resources well to help children lead their learning. For example, older children select play food and staff help them to extend their knowledge of the more unusual fruit and vegetables. However, on occasions they do not challenge children's mathematical development, such as grouping items or counting further.
- Managers take appropriate action to safeguard children, such as moving them to a safe area, following an unforeseeable recent incident. They have procedures to prevent choking, such as cutting up sausages and grapes, according to children's abilities. Children are taught safe practices, and staff involve older children in assessing risks for themselves. Children enjoy nutritional meals, while staff engage them in good discussions about healthy eating, ensuring children keep hydrated.
- Parents of children requiring additional support and those learning English as an additional language, receive good information. For example, managers translate newsletters. Staff meet with parents to discuss their children's transfer to school. Although staff use an on-line system and talk to all parents daily, some parents confirm that they do not all receive the same good quality information, to support their children fully at home.
- The management team take their staffs' wellbeing seriously and have relieved them of unnecessary paperwork, to spend more time with the children. The manager works with her staff and uses supervision and staff's strengths to improve practice. For example, staff who have trained to support children's language and communication skills, disseminate their knowledge to others.

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 further with providing all parents with consistently good quality information, to enable them to better support their children at home
- improve staff awareness of using all activities to extend older children's mathematical development even further.

Setting details

Unique reference number	EY456031
Local authority	Devon
Inspection number	10351925
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	61
Number of children on roll	53
Name of registered person	Earp, Tejaswini
Registered person unique reference number	RP511767
Telephone number	01626 862 862
Date of previous inspection	5 June 2019

Information about this early years setting

Secret Garden Day Nursery registered in 2012. The privately-owned nursery is located in Dawlish, Devon. The nursery is open Monday to Friday, from 8am to 6pm, all year round, except between Christmas and New year. It receives funding to provide free early education for children aged two, three and four years. The nursery employs ten staff. Of these, one holds an early years degree and two staff hold appropriate early years qualifications at level 4. Five staff hold a qualification at level 3.

Information about this inspection

Inspector

Elaine Douglas

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together to discuss the early years curriculum.
- The inspector spoke to staff at convenient times during the inspection and observed the quality of education being provided indoors and outdoors.
- The manager and inspector carried out a joint observation during a planned activity and discussed the quality of teaching and the impact this was having on children's development.
- The inspector spoke with parents and children and took account of their views.
- The owner, the manager and the inspector discussed the leadership of the setting and the inspector sampled documentation.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.

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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