

Inspection of The Garden House Nursery School

52 Lynwood Drive, Worcester Park, Surrey KT4 7AB

Inspection date: 28 March 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 work hard to keep children safe and happy. They supervise children well and give them spontaneous cuddles throughout the day. This promotes children's confidence and self-esteem. Staff encourage children to share their feelings and emotions. Staff use age-appropriate toys and books to help children to manage their behaviour positively. Staff give children early notice when there is a change in routine. They are good at using age-appropriate language to explain to children what happens next. Children respond positively to this and they behave well.

Staff have high expectations for children's learning. They follow a curriculum that helps to prepare children for their future education, such as developing their language skills. This has had a positive impact on children, including children who speak English as an additional language and those with special educational needs and/or disabilities. Staff encourage children to carry out manageable tasks for themselves at the earliest possible opportunity. This motivates children to do things such as put on their coats and shoes for outdoor play. Older children help staff to set the tables for mealtimes and tidy up when they finish playing. Children's independence skills are developing well.

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

- The management team is dedicated to evaluating the quality of education and care provided. Since the last inspection, they have implemented several improvements, especially in the outdoor area. This has led to an increase in children's engagement in meaningful activities, such as balancing, painting, and imaginative play.
- Staff report that they receive continuous support and professional development opportunities to develop their teaching skills. For example, staff in the baby room have received training to ensure that children are monitored carefully during sleep time for their comfort and safety.
- Partnerships with parents are strong. Staff use a range of methods to engage parents in their children's education. They share a wealth of information with parents, such as information about potty training and procedures for administering medication. Parents confirm that they are well informed about their children's learning and are very pleased with the support they receive, particularly those parents whose children have speech and language difficulties. This contributes to children making good progress from their starting points.
- Staff work with other professionals, such as speech and language therapists, to promote consistency in children's learning. In addition, they contact teachers to help prepare older children well for their move to school.
- Staff provide plenty of opportunities for children to develop their communication and language skills. They sing songs and read stories to the children. Staff in

pre-school use words such as 'juicy', 'mixing' and 'squeeze' during a sensory activity to develop and extend children's vocabulary.

- Children's behaviour is good. They learn to use gentle hands and to be kind to others, which contributes to their positive attitude towards learning.
- Staff observe and assess children's learning regularly. They use the gathered information to provide children with an ambitious and challenging curriculum that equips them with necessary skills for their future education. Occasionally, staff do not plan and deliver group activities as effectively as possible. For example, during separate group activities, staff do not ensure that all toddlers and pre-school children are engaged. This means that some children do not get the full benefit of the learning experiences.
- Staff adhere to the nursery's procedures to help protect children's health and well-being. They do this in various ways, such as checking the play areas for safety and responding to children's accidents that may occur during play. In addition, staff teach children good handwashing routines to support their physical health effectively and develop healthy lifestyles.
- Staff develop children's mathematical skills as part of their curriculum. They make effective use of opportunities to incorporate numbers. For example, when they find a spider in the garden, they count its legs with the children. In another example, staff ask children to count the number of plates while setting up for lunch. These practices support children's knowledge of numbers.

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 plan and implement group times that engage and fully support children's learning.

Setting details

Unique reference number	EY260484
Local authority	Sutton
Inspection number	10231462
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	42
Number of children on roll	48
Name of registered person	The Stars Childcare Group Limited
Registered person unique reference number	RP521405
Telephone number	020 8330 1979
Date of previous inspection	11 June 2018

Information about this early years setting

The Garden House Nursery School registered in 2003 and is located in the London Borough of Sutton. The nursery employs 13 staff who care directly for children. Of these, nine members of staff hold relevant qualifications from level 2 to level 6. The nursery is open from 7.30am to 6.15pm, Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisol Hernandez-Garn

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the nominated individual and has taken that into account in their evaluation of the nursery.
- A member of the management team took the inspector on a learning walk and explained how staff implement their curriculum.
- Parents spoke with the inspector to share their views of the quality of education and care. Some parents left written feedback, which was also taken into account.
- The inspector observed how staff interacted with the children indoors and outdoors. She carried out a joint observation of an activity with a member of the management team and assessed the impact that this had on children's learning.
- The inspector discussed staff's roles and responsibilities with the management team. She also talked to staff and engaged with the children at appropriate times during the inspection.
- The inspector sampled documents, including policies and procedures and staff suitability checks.

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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