

Goldsmiths Day Nursery

Inspection report for early years provision

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Inspection date	22/09/2009
Inspector	Lilyanne Taylor
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Goldsmiths Day Nursery was established in 1999 and was registered to the current owner in 2006. It is a privately owned nursery and operates from a semi-detached house on the outskirts of Southsea, close to the city centre of Portsmouth. All areas of the premises are used for childcare and there is a fully enclosed rear garden for outside play.

The nursery is registered to provide care for a maximum of 34 children at any one time, all of whom may be in the early years age range. Currently, there are 60 children on roll and all of these are in the early years age group. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. Care can also be provided for children aged over five years. This provision is registered by Ofsted on the voluntary and compulsory parts of the Childcare Register.

The operational hours of the setting are Monday to Friday 08.00 - 18.00 for 51 weeks of the year, excluding bank holidays. Children can attend on a full-time or part-time basis.

The owner of the nursery works in the setting alongside the 10 staff she employs. The majority of staff hold a relevant early years qualification to National Vocational Qualification (NVQ) at level 2/3 and 4. Some staff are working towards achieving an NVQ at level 2 qualification while others are working towards enhancing the qualification they already hold.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides children with a comfortable and stimulating place to play and learn. As a result, children are making good progress with their development. Staff take into account the unique needs of each child with their careful individual monitoring of progress. The nursery has established exceptionally good links with parents so that all children receive care and education appropriate to their needs. Staff work very effectively as a team and are led by a competent and forward-thinking owner and manager. The action that the nursery takes with areas identified for improvement and the commitment staff have to continually attend training has a positive impact on the outcomes for children and their families.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure procedures for checking areas children access and equipment they use are carried out effectively so children are fully protected from the spread of germs and/or infection paying particular attention to the baby and pre-

school department

The effectiveness of leadership and management of the early years provision

Children are protected because all staff have a secure understanding of safeguarding procedures and know what to do if they should have concerns about a child. Staff are aware of the possible signs of abuse and the owner and manager work closely with the relevant agencies to ensure that the needs of vulnerable children who attend the nursery are met. Adults working in the nursery undergo a robust vetting procedure to indicate their suitability to work with young children, and records listing police checks are regularly updated.

Children receive care in an environment that is safe and secure and they are supervised well at all times. The majority of policies and procedures that the nursery work to are effectively carried out in practice. Risk assessments are in place for the premises and outings, and daily safety checks are carried out throughout the nursery. Facilities are very well resourced and the majority of equipment is stored at a low level so children are able to self-select.

All staff are committed to making ongoing improvements to the nursery and have a clear vision for the nursery's future to ensure all children receive high quality care and education. Through self-evaluation, which includes the views of staff and parents as part of the process, the nursery has taken appropriate action with a number of areas that were identified for improvement. This has had a positive impact on the progress children are making and the relationship staff have with their parents. In addition, an action plan for areas they wish to further develop has timescales alongside for completion. This demonstrates that the nursery has the capacity and commitment to maintaining continuous improvement.

Children benefit from very good continuity of care; staff have a highly effective partnership with their parents, and have established good links with other providers of the Early Years Foundation Stage (EYFS) and outside agencies. In addition, an effective key person system that is in place ensures staff are aware of the unique needs of the children they have responsibility for. Detailed information obtained from parents about their children at the time of admission is used to inform the care that their children receive and is used as a starting point for their future education. Babies and toddlers have a daily diary which provides parents with written information about how their children have spent their day and the care they have been provided. This is in addition to the daily conversations that staff have with parents. Regular meetings with parents ensure they are involved in their children's education, and all necessary permissions sought ensure that children are cared for in accordance with their parents wishes.

Staff work closely with outside agencies to ensure that all children and/or parents with special educational needs and/or disabilities or English as an additional language are well supported. As a result, the nursery provides an inclusive environment where all children's individual needs are well met and their parents are able to be meaningfully involved in their children's care and education.

The quality and standards of the early years provision and outcomes for children

Good settling-in procedures offered to children enable them to become familiar with the surroundings and the adults whose care they will be in. As a result, children settle quickly, enjoy their time in the nursery and establish good relationships with all staff.

Children behave well because they are fully occupied in activities that interest them. Staff act as good role models in the way they talk to the children and provide their care. Consequently, children are polite and show care and concern for others.

Children throughout the nursery make good progress towards the early learning goals. Staff are confident in their knowledge of the EYFS and procedures they use to monitor children's progress are working effectively. Children's progress is cross-referenced to each area of learning to ensure they are following a broad range of activities. Staff use information about individual children to bring ideas into planning so that they can help children take the next steps. Observation and assessment of children is ongoing, and staff use a mix of dated photographs and written observations to build an informative record of the stage of learning for each child. These records are shared with parents, alongside informal daily conversations.

Children's confidence and self-esteem are raised through the praise they receive for their achievements. For example, when a baby stands up for the first time unaided, staff celebrate this by cheering and clapping their hands.

Various methods of teaching, such as makaton signing and picture representation, support all children to develop their communication, language and literacy skills. Plenty of mark making with crayons, chalks, paints and paper takes place in all age groups, and older children progress to name writing and phonic awareness of letter sounds. Children are becoming familiar with counting and recognising shapes.

Children have regular opportunities to play outside and are developing a good understanding of healthy lifestyles. They grow their own fruit and vegetables and eat some of their crops as part of the very healthy snacks provided by the nursery. Children benefit from their participation in a project run by the local Oral Health Team; they learn how and when to brush their teeth, the importance of doing so and how healthy eating protects teeth. In addition, parents of children who are not yet registered with a dentist are given help with the registration process. Children receive regular reminders in the day from staff to quench their thirst and fresh drinking water is available at all times.

Hygiene procedures are not always effectively carried out in all areas of the nursery. Staff do not always check the cleanliness of the plates that they are serving older children's food on, and babies are not fully protected from germs

and/or infection because outdoor shoes are worn in the areas they crawl and hand held toys which they place in their mouth are not sterilised after each child's use.

All children, including babies, have opportunities to explore a wide range of materials such as water, sand, corn flour, play dough and jelly. Children are learning how to care for living things; they keep giant land snails as pets and take care of the fruit and vegetables they grow.

Older children show confidence in their use of a computer and manoeuvre the mouse with increasing control when playing an educational program, while younger children are learning that simple electronic toys make different noises when they push various buttons.

Children enjoy having responsibilities, which help them develop skills for the future. For example, they willingly place their name alongside a range of activities such as helping to prepare and clear away snacks, sweeping the floor after messy play and ensuring books are handled carefully and returned to the book corner.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met