

# Golden Valley House Day Nursery

Inspection report for early years provision

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**Unique reference number**

EY389776

**Inspection date**

10/11/2009

**Inspector**

Carol Cox

**Setting address**

18 Oaksey Grove, Nailsea, BRISTOL, BS48 2TP

**Telephone number**

01275853304

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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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**

Golden Valley House Day Nursery was registered in 2009. The nursery is situated at the end of a quiet cul-de-sac on a private housing estate in Nailsea, North Somerset. Children have access to three play rooms, an outdoor play area and an environmental area. The nursery is open from 8.00am to 6.00pm Monday to Thursday and from 8.00am to 5.30pm on Friday throughout the year, closing for one week only between Christmas and New Year. A maximum of 35 children aged from two to under eight years may attend at any one time. There are currently 56 children on roll in the early years age range, children attend for a variety of sessions. The nursery has experience of supporting children who have special educational needs and those who speak English as an additional language. Children who attend may be in receipt of funding for early years education.

The nursery employs nine members of staff who work directly with children. Seven members of staff hold appropriate early years qualifications, of these one is a qualified teacher and one holds the Early Years Professional Status. The owners both hold appropriate qualifications and manage the nursery as supernumerary staff. The nursery employs a cook. The setting has support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children make extremely good progress in all areas of learning and development. Staff are well qualified and committed to ensuring that the unique needs of each child are identified and met. Key persons build excellent partnerships with parents which contribute significantly to ensuring children's progress. Staff recognise and value good partnerships built with local schools and other agencies which means that all children are very well supported. There is a strong system in place to make regular evaluations of the nursery and to plan for future development. The owners and their staff have a clear vision and commitment to provide positive outcomes for all children to help them reach their potential.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- continue to include and empower the whole staff team in developing the provision offered to children

## **The effectiveness of leadership and management of the early years provision**

Children are very well safeguarded because there are rigorous policies and procedures in place which are clearly understood by staff members. There is a commitment to working with parents appropriately to safeguard children and good links are forged with local services. The staff recruitment procedure is robust and ensures that all staff are suitably qualified and vetted. New staff and students are checked and supervised appropriately. Staff are supported by regular supervision meetings which identify their individual learning and development needs. There is a commitment and enthusiasm for continuing professional development which is shared throughout the team. This means that children are offered consistently high standards of care and excellent opportunities for learning and development in all areas by knowledgeable staff. The self-evaluation and quality monitoring process clearly identify areas for future developments and detail actions already taken to improve the provision.

The care, learning and development needs of each and every child are carefully identified and met through the close partnerships key persons build with parents, carers and relevant services. The individual learning needs of each child are considered when staff plan activities based on children's own interests and identified next steps in learning. Children learn to value diversity and difference and their own cultural backgrounds are reflected, celebrated and valued. For example, staff work closely with parents to provide children with opportunities to see and hear their home language in nursery. Staff organise resources to enable children to freely access and choose tools, equipment and materials. Staff respond quickly to children's requests and sensitively support activities which children initiate themselves. Thus, children begin to make choices and are becoming enthusiastic self-motivated learners. Children's sense of belonging is nurtured through good interactions with staff and are proud to see examples of their own work beautifully displayed throughout the nursery.

Parents are highly valued as expert partners in their children's care. They are provided with excellent information about the nursery provision, local support services and issues directly affecting their own children. As part of the quality monitoring process parents completed a questionnaire which identified areas for improvement, some issues have already been addressed. For example, parents asked for more regular meetings with key persons, these have been established and formal sessions have been arranged to inform parents about the Early Years Foundation Stage. Parents report that they appreciated the continuity of care experienced when the new owners took over the running of the nursery; this has been facilitated by the good support of the existing staff team and a commitment to maintain already very high standards.

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

Children flourish and make excellent progress because of the high quality care lavished on them by well qualified and caring staff. Children enjoy an exciting range of activities planned by staff who know children very well. Key persons maintain meticulous records of observations of children's interests and achievements which are used very effectively to assess their progress. Records are illustrated with well written narratives, photographs and children's work. Staff meet regularly to discuss and plan how best to extend and challenge each child's learning and development. As each child is considered unique their specific learning needs are carefully planned for and resourced, giving children the best opportunities for making good progress. Children thoroughly enjoy and benefit from the excellent balance of adult-led activities and opportunities to initiate and develop their own learning through freely chosen activities. The learning environment is carefully planned and resourced to stimulate children's imagination and creativity. There is an abundance of easily accessible tools, equipment and materials to support investigatory and spontaneous play. Staff use their deep understanding of how children learn to intervene, challenge and consolidate learning arising through children's own ideas. For example, when children painting outside start flicking paint a member of staff fetches large sheets of paper and children excitedly explore the effects they can make and observe how the rain diffuses the patterns. Children learn about their own community through regular visits to local parks and woods, at snack time they talk excitedly about watching squirrels and collecting leaves and twigs that they intend to make pictures with. Children learn about their own community and the wider world through visits from professionals in all walks of life. Staff use these experiences to promote learning and understanding in all areas. For example, when a hairdresser came to nursery to talk about her job children were encouraged to compare their different hair and eye colours. Thus, children begin to value differences and learn about the lives of others.

Children's health and well-being are promoted effectively because of the excellent knowledge and skills of sympathetic adults who value and respect each child. There are stringent procedures and practices in place to ensure children's safety. For example, risk assessments are made of every aspect of the provision. Children learn to keep themselves safe both within the nursery when using tools and when on outings to local amenities. Children know they must hold hands with an adult at all times when walking down the road and are taught how to cross roads. There is a robust system in place to record any accidents children may have and to obtain parental consent and guidance before administering any medication to children. Parents are kept informed of exclusion periods should children have infectious diseases and are contacted if children become ill during the nursery day. Children are busy and engaged with their play and learning and behaviour is extremely good. Staff have intelligent strategies in place to help children should conflicts arise. Children learn to take care and consider others. Staff offer calm and understanding role models to help children learn how their behaviour may affect others. Children develop fine skills for the future; their communication and literacy skills are practised through everyday activities. Staff provide challenges for children

to problem solve and use numeracy skills and even the younger children proudly demonstrate their expertise when using simple programs on the computer. The holistic approach involving children, parents, staff and other services ensures children experience a wonderful start in their learning and development.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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