

Goldilocks Day Nursery

Inspection report for early years provision

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Inspection date 18/01/2011
Inspector Tracy Bartholomew

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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*.

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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

Goldilocks Nursery is privately owned. The nursery registered in 1991 and operates from converted domestic premises. It is registered on the Early Years Register to cater for a maximum of 148 children in the early years age group, at any one time. Children are accommodated in a range of rooms according to age, with immediate access to secure, outdoor play areas. The nursery is situated in Tilehurst, near Reading in Berkshire. The nursery opens on weekdays from 7.30am to 6pm all year, with the exception of bank holidays.

Currently, 84 children aged from three months to under five years are on roll. The nursery supports children with special educational needs and/or disabilities. The nursery takes children aged two, three and four years who receive funding for early education.

The nursery employs 22 members of staff, of whom 14 hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children clearly enjoy the time they spend at this nursery, they have a wide range of activities which further support their development and aid their milestone achievements. Within the good practice there are some outstanding features, which ensure outcomes for children are fulfilling. Highly successful partnerships with parents clearly contribute towards children's achievements and their individual needs being met. The management team constantly reflects on their practice, they are effective in identifying strengths and weaknesses of the provision. The well-established team of staff work hard to sustain the provision of good quality care.

What steps need to be taken to improve provision further?

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

- further develop the key person approach and ensure that this is understood by all staff to allow each child to develop a secure relationship with those directly caring for them through regular interaction at key times

The effectiveness of leadership and management of the early years provision

Staff carry out a comprehensive range of risk assessments to ensure children play in a safe and secure environment. They are forward thinking as they review accident records to address any hazards and minimise these to further protect the

children. Staff record children's attendance and they carefully monitor entrance points as families arrive or leave the building, this is further supported by the in house CCTV. Staff who take a lead role in health and safety are committed to self improvement and seek out extra training to improve their understanding. There is also a cohesive proactive attitude to staff training with regard to safeguarding children. Staff are quite clear about their role and procedures to follow to protect children and all the required documentation is in place and is methodically organised. Robust and thorough steps are in place for the recruitment of new adults and this is followed by a comprehensive induction process. All members of staff are clear about their job roles and they organise the day to run seamlessly.

The team and parents contribute to an accurate self-evaluation process, this enables the management team to fully reflect on the current practice and enhance outcomes for children. Staff are well-qualified and sincere in their attitude to provide high standards. Staffs' training and development is well supported by the management and together as a staff team they work well to build a positive atmosphere where all can feel relaxed and respected. Staffing itself is well maintained, the managers step in to assist with daily practices, this allows for staff to be permanently on duty in areas such as the baby sleep room

Profiles and assessments are in place for the children and clearly reflect what the children can do in practice, all staff are confident in the children's routines and can clearly discuss where the children are at in relation to their stages of development, the key person approach is effective, however in some areas this requires consolidating. Nevertheless planning is consistent and fully incorporates the six areas of learning, they make effective use of the available resources, environment and outside are, which as a result enables the children to make a significant progress in their development. Staff have a firm understanding and awareness of issues of equality and diversity. Those very skilled and knowledgeable staff effectively uses this to underpin everyday practice, as for example, they know each child very well and work with parents and other practitioners to meet their differing individual needs, whilst promoting an inclusive practice.

Staff build outstanding partnerships with parents and they are resourceful in finding ways to involve parents in children's learning. There are delightful displays throughout the setting, which activity involve the parents in the children learning. Open mornings and evenings offer parents opportunities to see what their children do and to speak to staff about their children's progress. The nursery actively welcomes parents to share their knowledge and skills with the nursery, for example, about festival and religious events they celebrate. Excellent transition arrangements in place fully support children and parents as children move rooms within the nursery and leave to start school. Staff work extremely closely with parents and other professionals who regularly visit children at the nursery. This results in purposeful partnerships and significant consistency in meeting children's needs.

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

Children are confident and happy at the nursery; they are relaxed and clearly enjoy the activities on offer, self selecting additional resources as needed within their play, such as more interlinking flowers to build their own hats. Staff have formed very good relationships with children, which as result enables the children to feel secure and confident within the learning environment. Staff are very skilled at developing children's learning, they are hands on, and use a variety of methods to further progress children's acquiring skills and development. First class communication lies at the heart of this setting as staff consistently engage with the children questioning their ideas and thoughts, for example as the children were making dough they talked about the consistency of the substance, the children explained that this was very sticky and the staff member asked how the children could make this better and they responded by asking for more flour, which they experimented with individually to obtain the right texture for them. Children of all ages enjoy group time activities where they look at books, sing action songs and share experiences. Older children enjoy more focused group time, where they consolidate their learning of shapes and colours. All children are also offered plenty of opportunities to undertake vigorous outdoor activity in the nursery's well laid out garden.

Children work well independently and seek help when required, for example, they ask for the balls and other equipment from the shed to facilitate their play outside. Children's behaviour is good overall; they are challenged and supported very well by the staff. Good discussions are readily shared with the children when gentle reminders, are needed, this is done with great empathy as they are reminded of what is expected from them. Good relationships aid and support children's understanding of behaviour, with staff fast to praise new accomplishments such as using the toilet, putting on coats and helping tidying away. This helps to develop the children's self esteem and results in children clearly trusting the staff and feel safe within the nursery.

Children benefit from a rich and varied environment, the staff support and value the children's masterpieces and individualisation, through displays and posters. Children gain a clear sense of being part of a community and fund raise by undertaking sponsored events such as walks or dressing up. Children are taught how to keep themselves safe as staff encourage them to think through possible hazards such as asking a child wearing a long dressing up costume why it might be dangerous to run around the garden. This encourages critical thinking and for the children to develop an awareness of how to keep themselves safe.

Children's communication, literacy and skills relating to information technology is being developed well as is their independence. For example, children help with the preparation and participation of snack and others are keen to help their peers in fastening their shoes. Meal times are socialable and adaptive to meet with the babies routines. Older children confidently serve their own meals and pour their own drinks, this supports the children's independence whilst positively encouraging

them to become curious and inquisitive learners.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
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	1
The extent to which children adopt healthy lifestyles	2
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