

# Goldfinch Nursery

Inspection report for early years provision

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**Unique reference number**

EY414929

**Inspection date**

02/02/2011

**Inspector**

Cilla Mullane

**Setting address**

Goldfinch Farm, Ford Road, HERNE BAY, Kent, CT6 7AD

**Telephone number**

01227 742052

**Email**

vawain@hotmail.co.uk

**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

Goldfinch Childcare Limited opened in 2010. It operates from a converted barn in Broomfield, Kent. The children have access to three areas for play. There are separate kitchen and toilet facilities. Children have access to secure outdoor play areas. The nursery serves families from the local community and surrounding areas.

The provision is registered on the Early Years Register and there are currently 49 children in the early years age range on roll. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register, and a few children aged under eight years attend after school.

The group opens five days a week, from 8.00 am until 6.00 pm all year round.

There are 12 members of staff who work with the children. There are six members of staff who are qualified to NVQ 2 or 3, and seven staff are working towards an appropriate qualification.

The setting receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery is bright and welcoming, resources are of good quality, and staff are caring and interact well with young children, although the environment is not yet used to full effect. Babies benefit from a calm atmosphere, where they feel safe, secure and confident. Parents views are respected, they chat daily with staff and form supportive relationships with them, and systems are developing to fully involve them in their children's learning. Children make satisfactory progress from their starting points, but the planning of activities to meet the needs of individual children is not yet carried out consistently well throughout the setting. This newly registered setting has set up most required documentation, and has clear policies and procedures to guide staff, but these are not yet shared with parents. Staff work well as a team, and are beginning to look critically at the provision in order to plan improvements for the future.

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

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment, stating when it was carried out, by whom, date of review and any action taken following a review or incident and ensure

20/02/2011

Criminal Records Bureau (CRB) disclosures are handled in accordance with the CRB's code of practice

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

- improve the ability of all staff in the different areas of the setting make consistent use of systematic observations and assessments of children's achievements, interests and learning styles in all areas of learning to plan challenging, relevant and motivating play experiences for each child indoors and out, across all areas of learning and development
- improve the two-way flow of information with parents by involving them more in practical ways to support their child's learning and development, and sharing the setting's PP.
- organise space, resources and continuous provision upstairs to ensure all children can benefit from a wide range of attractively presented play opportunities at all times
- develop the outdoor area to reflect the indoor environment, and ensure children have access to challenging physical activities and equipment
- improve the organisation of everyday routines, such as clearing up after lunch, so that children's individual needs continue to be fully met at this time
- develop the use of reflective practice and self-evaluation to identify strengths and priorities for development that will continuously improve the quality of the provision for all children
- practice the emergency evacuation regularly so that all children know how to protect themselves in an emergency .

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

The organisation, leadership and management of the setting are satisfactory. Staff are competent, and have been appropriately vetted. However, Criminal Records Bureau (CRB) disclosures are in staff's individual files, rather than on a list, conforming to the CRB's code of practice. This is a breach of the requirements of the Early Years Foundation Stage. Staff have identified hazards within the setting, and take effective steps to eliminate them. For example, the stairs have been identified as potentially dangerous, and staff supervise children carefully. However, there is no record of the risk assessment, which is another breach of the requirements of the Early Years Foundation Stage. Although fire drills have been carried out, they have not included all staff and children, which would compromise children's safety in an emergency.

The nursery is generally well equipped with good quality resources. The continuous provision in the pre-school area is good, including a welcoming and cosy book area, and a well used role play corner. Babies enjoy the security and calm atmosphere of their room. Children aged two years spend most of their day upstairs in the setting. This area is less well equipped and welcoming than the rest of the nursery, limiting children's ability to initiate their own play, and learn from a wide variety of resources. Furthermore, children sleep next to the playroom and

office area, and are unable to sleep before a TV session after lunch (while staff clear up) has ended. Staff are waiting for better weather to develop the outside area, which is currently unwelcoming.

The setting has been registered for a few months, and management and staff have achieved some improvements in this time. For example, the environment in the pre school meets children's needs, and there is now water upstairs. They have begun to think critically about the provision, and have well targeted plans for the future. For example, to develop the outdoor area, and to involve parents more in their children's learning. However these good plans have yet to have a positive effect on outcomes for children.

Staff are enthusiastic and caring in their interactions with children, and work well together as a team, providing consistency for children. They feel supported by management, and their ideas are listened to. For example, they have reorganised the pre school room to better meet the needs of the children, and are in the process of labelling the toys. Staff have been enabled to book onto training to increase the level of qualifications across the staff group.

Parents report that they are pleased with the environment, and the quality of the resources. They feel their children are progressing well, and they have opportunities to chat to their children's key persons. Staff are introducing them to their children's records, so they are starting to become involved in their children's progress. They do not yet have access to the nurseries policies and procedures, so are not entirely familiar with how the setting operates. Where children attend other settings, such as nurseries and schools, staff receive brief feedback about children's day and wellbeing. A trained coordinator for children with special needs and /or disabilities has been appointed, and she is beginning to identify where children need extra input from other professionals, and liaise accordingly.

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

Staff in the pre school use observations of their key children effectively. They identify children's interests, and incorporate appropriate activities into the planning. Therefore activities are tailored to individual children, and they make progress towards the early learning goals. However, good planning is not consistent throughout the setting. Staff caring for the babies know the children well, but there are no records to show progress, or to use to identify where extra help may be needed. Children are independent, struggling to remove their aprons after water play, and fetching a tissue to wipe their face, placing it in the bin afterwards.

Staff working with the three and four year olds are skilled at interacting with children. They ask good questions to make children think. For example, children are pleased, shouting 'I can' when an adult asks them if they can make a magnet move using another. Children are motivated, persevering at chosen activities. They make a long chain with the threading beads, saying 'look, I done it!' They begin to

understand the concept of time and turn taking, as adults carefully show them on the clock when they can have their turn playing in the water tray. Children do not currently have access to challenging apparatus outside, which slightly limits opportunities to use gross motor skills. However, they enjoy lively music and movement sessions indoors, showing a good sense of humour and laughing loudly when staff pretend to do the wrong movements to 'head, shoulders, knees and toes'.

Babies are safe and settled in a calm environment, with caring staff. Staff generally ensure that babies are changed and fed by their key workers, to enhance their feeling of security. They are confident to explore their environment, returning to staff for reassurance. They raise their hands to adults to be picked up, showing they feel safe. Regular checks on sleeping babies keep them safe.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

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

The quality of the provision in the Early Years Foundation Stage	3
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### Outcomes for children in the Early Years Foundation Stage

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

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