

# Goldsmiths College Nursery

Inspection report for early years provision

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<b>Inspection date</b>	05/02/2011
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<b>Type of setting</b>	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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## **Description of the setting**

Goldsmiths College Nursery is managed by the College Personnel Department and has been registered to provide day care since 1991. The nursery is located in a residential area within the Borough of Lewisham. It operates from an end of terrace house that is accessed within the college grounds. The nursery is open Monday to Friday from 9.00am to 5.30pm and 9.00am to 5.00pm during college holidays, for both staff and student users.

The nursery is registered to provide full day care for 23 children from three months to under five years. There are currently 14 children from five months to four years on roll. This includes six funded three and four year olds. Children attend for a variety of sessions. The setting supports children with learning needs, disabilities and children who speak English as an additional language.

The Nursery employs six members of staff. All staff hold appropriate early years qualifications. Staff have access to training courses and support services run by Lewisham Early Years and the Lewisham Early Years Advice and Resource Network (LEARN).

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

Overall the quality of the provision is good.

Significant improvements have been made since the last inspection. The ambitious leadership have a clear vision for the setting. Staff fully promote the unique needs of each child which has an exceptional impact on their learning and development. Consequently, progress is outstanding. Children play in a stimulating, well-resourced and secure environment. The setting engages extremely well with parents and has established highly effective partnerships with many professional agencies. Systems to evaluate practice are well developed, with some minor areas for improvement involving recently appointed staff. Overall the capacity to improve is good.

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

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

- develop systems to ensure that all policies are reviewed on a regular basis.
- involve all staff in the self-evaluation process

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

Children are safeguarded extremely well through the effective policies, procedures and safety practices implemented by staff. Children are kept very safe and secure within the provision. All staff are fully aware of child protection issues and who to refer any concerns to. Fire drills are successfully implemented, recorded and evaluated to ensure all children have a good understanding of what to do in an emergency. Thorough risk assessments are in place for every day use of the setting.

All required documentation is in place to promote children's well-being and good health; such as accident records and medicine administration files. However, not all policies have review dates. Robust procedures are implemented to ensure staff have checks and appropriate clearances to allow unsupervised access to children. A very safe arrivals and departure procedure ensures children are collected by authorised people known to staff.

The management has a clear sense of purpose about what it is they want to achieve and have built a committed team. The managers support continual professional development and canvasses views on how the setting can improve further. However, the self-evaluation process does not extend to some staff who have recently joined the setting.

Children have access to a wide range of excellent resources, either pre-selected or within accessible reach for children. The resources available promote all areas of learning and encourages all children to participate in the setting's activities. Children's background information is used highly effectively to ensure their individual learning and care needs are provided for. Children have access to an abundance of resources that reflect positive images of today's diverse society; such as books, posters, costumes, dolls and musical instruments. Children celebrate festivals and cultures to help them understand the importance of celebrating difference.

The nursery has exceptional links with a range of other professionals to ensure children receive the support they need to promote their development. Staff work closely with the Lewisham Early Years Resource and Advice Team to ensure that the setting is informed on current best practice and that this impacts directly on children's learning and development. Parents commented that their children have really progressed since attending the nursery and that they appreciate the many excellent partnerships the setting have established to enhance their children's learning. The setting provides a service that is inclusive for children and their families and the remote equality and partnership with parents. Parents receive excellent information about the setting through written policies and procedures, comprehensive written reports on learning and development and daily contact. Their views are additionally sought through the use of questionnaires. Parents are kept informed about their child's progress and have opportunities to contribute their views through regular formal meetings with the key person. Parents are extremely positive in their view of the setting and the excellent support that staff

give in nurturing their child's learning and development.

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

Children are extremely well settled in their environment. They are very familiar with the routine and the layout of the setting due to the continuous practices and the stability of staff. Children are confident to make their own choices from the pre-selected resources and move freely around the rooms from one activity to another. Staff have a clear respect for the children and they make learning and development their main focus.

Children are inquisitive thinkers, constantly asking staff and visitors questions. The high focus on personal, social and emotional activities in the younger age group ensures that older children become confident and enquiring learners. They enjoy participating in all activities, particularly when they lead the play, such as role play or small world imagination. Children become engrossed in group discussions led by staff, actively participating, commenting and asking additional questions. For example, children talk about the weather, recalling their past experiences, relating their understanding and seeking explanations. Staff ensure children learn to take turns, to question other children's comments and critically think about the information they receive.

Children enjoy sharing books and listening to stories. Younger children show a great interest in books and will often imitate reading behaviour in preparation for their own development of future reading and listening skills. Older children can write their names independently and younger children have many opportunities for mark making using a range of materials. Children use mathematical vocabulary freely. For example, children build structures from large bricks and use terms 'more, less, heavier and smaller' while they play. Children have daily use of technology, either through using the wide range of electronic devices; such as walkie talkies, camera and games, to regular use of the computer.

Children enjoy the wealth of creative opportunities available. Staff engage with children by effectively extending, supporting and questioning their creations. For example, during a child initiated imaginative monster game, staff skilfully introduced a painting activity so that children had the opportunity to artistically represent their characters. Staff and children engaged in discussions as the work progressed on the origins from story books and role plays .

The staff plan for individual children's learning through a flexible planning system which links closely to the children's profiles showing observations of achievement and references to the areas of learning and the stages of development. The children's observations are easily tracked within the Early Years Foundation Stage and relates to their continual development. All staff have input into the planning to ensure that individual children's next steps are identified and linked to the learning intentions of the activities provided. Therefore, there is an extremely high priority

given to promoting children's individual learning patterns, interests and particular favourite activities.

Children's understanding of hygiene is promoted extremely well. They know the reasons for washing their hands before eating, preparing food and before toileting. Staff have access to and implement correct procedures for changing nappies and clothes when needed. Children have an excellent understanding of how to promote their own safety. For example, older children contribute ideas to displayed safety rules and remind each other if the rules are not being followed. Children's exceptional relationships with each other reflect the excellent role models of the staff who value the children and treat them with respect. Children's behaviour is exemplary. They are kind to each other and give their peers opportunities to talk and answer questions. They listen to and follow instructions.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
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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