

Goldfinch Nursery

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

Inspection date

10/05/2013

Previous inspection date

02/02/2011

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

3

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Children experience a wide variety of activities across all areas of learning and are supported well in their learning and development by staff who use open-ended questions and good explanation.
- Staff have very good relationships with parents and carers, helping to meet children's individual needs and promote continuity of care and learning.
- Children's personal, social and emotional development is well promoted. They are happy, confident and motivated learners.
- Clear self-evaluation has identified areas for development and there is a continuous programme of improvement to consistently provide quality care for all children.

It is not yet outstanding because

- Children do not have enough opportunities to explore number in the outside area.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector made observations and spoke to staff in all rooms and outdoors.
- The inspector discussed nursery practice with the manager and staff.
- The inspector took into account the views of parents spoken to on the day.
- The inspector carried out a joint observation of an activity with the manager.

Inspector

Julie Ready

Full Report

Information about 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. There are currently 107 children aged from six months to under five years on roll. Of these, 43 children receive funding for free early education for children aged two, three and four years. The nursery is registered on both the compulsory and voluntary parts of the Childcare Register, and a few children aged under eight years attend after school. The nursery opens five days a week, from 8.00 am until 6.00 pm all year round. It employs 18 staff; 12 of the staff hold appropriate early years qualifications. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- provide more opportunities for children to explore number in the outside area, for example by displaying large number lines and using number labels on bikes with corresponding numbers on parking spaces.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children enjoy playing and learning in a bright and inviting environment. Staff are friendly and welcoming, greeting children by name. Each child has a key person who has discussions with parents about children's interests and developmental starting points when they start at the nursery. Parents contribute to children's learning through sharing their knowledge of what children can do and the interests they have at home. This close working helps staff to get to know children very well and meet their individual needs. Observations and assessments are carried out regularly by the key person. These are recorded in the child's learning journal where parents can see what progress their child has made. Children's progress is regularly checked and this information is used to plan suitably challenging activities across all areas of development. This means that children's progress towards the early learning goals is supported well.

Staff challenge children to think independently and extend their own ideas through careful questioning and support. For example, staff encourage babies' active involvement by giving praise and encouragement. Children enjoy lively letters and sound sessions where

they call out the letter and sing songs. They demonstrate their wide vocabulary as they share their ideas with each other and talk through what they are doing. Children gain an understanding that words carry meaning as they select their name when they arrive at the setting and because resources are clearly labelled.

Children in all age groups enjoy reading books and learning about stories. Older children are encouraged to predict what will happen at the end of the story. Toddlers enjoy a cuddle, while being encouraged to repeat the words and name the characters in a favourite book. This shows that all children are encouraged to develop good literacy skills. Babies enjoy sensory experiences playing with natural materials. Toddlers learn to make marks in play dough and older children create recognisable pictures, which are displayed in the setting. This gives value to the children's drawings and promotes a sense of belonging.

Children use tools confidently as they cut up play dough and use spreaders to create pictures in the creative area. They have good opportunities to develop their small muscles inside and outdoors. For example, in the garden children enjoy painting the wooden climbing frame with water and riding bikes. Indoors they use crayons and pencils, manipulate pieces of jigsaw puzzles and operate technology through pushing buttons. Although staff support children's mathematical development across most areas, they do not make the most of opportunities to encourage children's exploration of number outdoor, for example by making number lines or numerals available for children to refer to during their play.

The contribution of the early years provision to the well-being of children

Children manage their own personal needs very well as they wash and dry their hands before lunch without prompting. Staff offer lots of encouragement and support when children need it, which fosters children's sense of independence. For example, babies are encouraged to feed themselves and older children put on their own coats. Staff are good role models and encourage good manners by prompting the children when necessary to say 'please' and 'thank you'. Staff carefully and appropriately guide children in talking about their personal safety and managing feelings. By using initiatives such as 'golden rules' and 'kind hands', children develop a good understanding of how to behave safely and sensibly together.

Children are well behaved, play well with each other and share resources. Relationships within the setting are strong between children and staff. The children create pictures for each other and greet each other joyfully as they arrive at the setting. Staff are very supportive to children when they are emotional and support them with cuddles and kind words.

The learning environment is well organised and all children can choose from a variety of resources. The older children can move freely between indoor and outdoor areas and there is a canopy to offer protection from the sun. Children have fun riding bikes, throwing bean bags and kicking balls. One child kicks a football around the cones before shooting at

an imaginary goal and shouting 'watch my skill'. These activities help children to have a positive attitude towards exercise and develop their coordination. Babies also have regular access to a safe, enclosed outside area where there are wheeled toys and sand available. This offers regular opportunities for children to enjoy fresh air and promotes physical development. Staff regularly monitor babies and toddlers to check that they are safe and sleeping comfortably.

Children are consistently supported when they move to the next room. The key person talks to the parent and gradually introduces the child to the new environment before they start. Staff encourage children to persevere at tasks and give them praise and encouragement for their successes, such as when completing a jigsaw puzzle. Uniform is introduced in the role play area and staff talk to children about the friends they are going to school with. Staff prepare children well for their next stage in learning and readiness for school by helping them to develop positive attitudes towards learning.

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

The manager has a good understanding of the learning and development requirements of the Early Years Foundation stage. She is responsible for the day-to-day running of the nursery and the delivery of the educational programme. She has support from the owner who regularly spends time in the setting and has a clear vision for the provision. Regular monitoring of planning ensures consistent challenging activities for all children. If there are weaknesses in the practice this is quickly addressed to ensure the resources available support the children's learning and development. For example, the manager bought a lap top for the children when a gap in information technology resources was identified.

The manager is the designated person for safeguarding and is clear about her role in meeting the safeguarding and welfare requirements, so that children are kept safe. All staff have attended a training session on safeguarding and have a good understanding of safeguarding procedures. There is a thorough recruitment process in place, which ensures all staff are suitable to work with children. Induction, appraisal and training procedures help staff and students have a sound knowledge of their roles and responsibilities. Risk assessments are carried out on a regular basis and staff are deployed appropriately to ensure that children are kept safe. The accident record is checked periodically and hazards to children's safety are removed.

The manager, owner and staff are dedicated and successful in driving forward improvements. Consistent improvements to indoor and outdoor areas have enhanced children's enjoyment and purposeful learning. There are clear plans in place to further improve the outside area, for example a log circle, mud garden and chalk boards. Most of the staff team hold appropriate early years qualifications, and they provide a relaxed and welcoming environment for children. The staff team get together at staff meetings for training and discussions about the setting. This is an opportunity for all staff to share their views and supports a consistent approach to improving practice.

There is a strong partnership with parents and carers; parents are very happy with the provision and describe staff as friendly, welcoming and very supportive. They say their children are happy to come to the setting and do not want to leave at the end of the day. Parents have informative conversations with key staff on a daily basis and babies have a daily diary where information can be shared. Parents are encouraged to access their child's learning journal regularly so they are familiar with their children's development and progress. The 'thoughts and feelings sheet' allows parents to share information about their child's family and interests at home. It is apparent from the comments parents make that the children benefit from a range of enjoyable experiences, which promotes their good progress and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY414929
Local authority	Kent
Inspection number	816434
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	56
Number of children on roll	107
Name of provider	Goldfinch Childcare Ltd
Date of previous inspection	02/02/2011
Telephone number	01227 749957

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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