

Goldcrest Day Nursery Ltd

Goldcrest Day Nursery, 12 Runnymede Road, STANFORD-LE-HOPE, Essex, SS17 0JY

Inspection date

Previous inspection date

06/11/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

The quality and standards of the early years provision

This provision requires improvement

- Children are physically active and are purposefully engaged when playing in the garden. Consequently, children's physical development and learning about the natural world is suitably promoted.
- The manager ensures that all staff know about safeguarding practice and they they know what to do in the event of a concern. This means that children are suitably protected.
- Partnership working with parents and other professionals ensures that children's individual needs are satisfactorily met and continuity of care is promoted.

It is not yet good because

- The monitoring and reviewing of staff performance is not rigorous enough to ensure that the quality of teaching is effectively maintained across the nursery.
- The use of space and resources in the baby room is not effectively organised to provide babies with good play and learning experiences.
- Initial assessments on children do not include parents' contributions. Therefore, there is room to develop how information is gathered before children attend to ensure that staff are completely informed of children's starting points.

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 observed activities in the playrooms and the garden area.
- The inspector held discussions with the managers, practitioners, children and parents at appropriate times during the inspection.
- The inspector conducted a joint observation with the manager.
The inspector looked at a range of records, including written policies, information
- about staff qualifications and vetting checks and children's learning and development records.
- The inspector took account of the views of parents spoken to at the time of the inspection.

Inspector

Lisa Paisley

Full report

Information about the setting

Goldcrest Day Nursery Limited is privately run and is one of two settings managed by the same owners. The nursery was established in 1993 and opened under the current management in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from a converted two storey house in a residential area of Stanford-le-Hope, Essex. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 11 members of childcare staff. Of these 10 hold appropriate early years qualifications at level 2, and 3 and above.

The nursery is open Monday to Friday all year round, except for bank holidays. Operating times are from 7am until 7pm. There are currently 54 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives support from the local authority.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the quality of teaching by putting in place appropriate supervision arrangements for staff, so that there is a clear focus on the quality of teaching and its impact on children's learning and there is a culture of mutual support fostered, in order to support children's good progress
- make sure staff working with the under twos make the best use of resources and space to plan an enjoyable experience for babies in their learning and development.

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

- gather early information from parents about what children can already do and use this effectively so that plans to move them forward can be readily implemented as soon as children start to attend.

Inspection judgements

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

A range of activities and learning experiences are provided for children and this enables them to choose activities that they like and also take part in focused learning. Staff ensure that the future foundations for learning are provided for all children and that their independence and emotional well-being is supported. Planning is detailed and extensive and there are links with children's assessments and future activity plans. Children's learning journals are in place and they provide a suitable record of children's learning and play experiences. There are 'All about me' records for new children attending the nursery and the home library book scheme to encourage shared learning in the home. However, parents are not invited to contribute to initial assessments of their child when they start at the nursery. This means that accurate records are not promptly in place to ascertain progress from a precise starting point and identify any emerging concerns.

Outdoor play is a strong feature of the nursery as the managers and staff have worked hard in developing the garden area. Children access the garden all year round and they to explore the range of activities during all weathers, for example, planting apples and pumpkin seeds and messy play, such as pouring pasta on the soil in the drizzly rain. The garden area is an exciting play space for children where they are physically active as they run, climb and ride bikes. Open-ended play, such as the painting large boxes means that the older children become absorbed and are motivated in their play. This promotes children's self-expression and imaginations. Babies have their own designated garden area, where they can play in the small house, go on small see-saw and play with large building bricks. Staff closely supervise the babies in the garden.

Staff working with babies plan activities that sufficiently cover the primary areas of learning, this includes building blocks, shapes sorters, sensory bottles, treasure baskets and play food. However, during times of the day, such as waiting for lunchtime, staff supervise babies rather than initiate play. This means that babies' progress is not good. There are ongoing opportunities for older children to find their name label, as they self-register on arrival and for snacks and they are also encouraged to write their name when completing a painting or drawing. Children have suitable opportunities to look at the books and stories and during story time staff will give children puppets to help sustain their interest in the story. Children learn about early mathematical ideas through daily routines, activities and counting rhymes, for example, connecting bears and matching games. The 'progress check at age two' is completed on the younger children attending the nursery. Staff liaise with parents and health professionals when completing the progress check. This ensures that any concerns are identified and acted upon at an early stage. The nursery works with other professionals and health agencies to support children with special educational needs and/or disabilities and children who speak English as an additional language. There are suitable procedures in place to support children's transitions into school, this includes school based activities and working with local schools.

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

Children settle into the nursery well through the carefully designed induction process because parents are seen as key to the success of this initial period of attendance at the nursery. They share information with their child's key person about their home life, likes, dislikes and interests which help the key person relate to the child. Parents are given both written and verbal feedback and this makes sure that they are fully informed about their child's care and well-being. Children behave well and are kind and caring towards one another. For example, helping with coats and wellingtons when going into the garden and sharing the garden spades and forks while gardening.

The nursery is organised to provide children with a range of activities and play learning experiences. All areas of the nursery are suitably decorated to provide children with a child-friendly and welcoming environment. Playrooms have been adapted so that they meet the needs of the children. For example, in the older nursery playroom there are designated areas of play, such as, role play, construction area and the book corner. The baby room is a large and welcoming room, however, the use of resources and space limits babies play and learning experiences. Therefore, babies progress is not good. Transitions of the day are suitably organised, for example, from morning activities to lunchtime. However, there are occasions when staff become distracted with paperwork and do not focus on children's play, which means children's learning lacks focus and purpose.

Children learn to take safe risks as they are able to explore the large garden area with enthusiasm and excitement. Staff also remind children how to be safe and they explain why, such as walking up and down the slope leading to the garden area. Hygiene routines are followed and children develop positive habits as staff help children learn what to do, for example, children are reminded to take a tissue from a box and how to dispose of it. There are also visual reminders around the nursery to further support children's learning. Children have healthy meals, lunches and snacks as the nursery works with a local food supplier with regards to the provision of meals. Menus are reviewed regularly and the managers ensure that all food is healthy and suitable for children. Staff encourage children to be active and they enjoy running round in the outdoor area. They climb appropriately sized climbing frames and ride trikes, scooters and sit and ride toys. This helps to enhance their physical skills and they develop spacial awareness as they run around and negotiate a route on their vehicles.

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

The nursery generally provides an enjoyable and safe play and learning environment for children. All the required documentation, including policies and procedures, is in place to support the smooth management of the nursery. Children are suitably safeguarded as the managers have attended appropriate safeguarding training, staff know who the safeguarding officer is and they know procedures to follow in the event of a concern. There are suitable recruitment, vetting and induction procedures in place for all staff.

The managers are committed and passionate in their role as they work hard with the staff and other agencies and strive to do their best. Staff enjoy working at the nursery and they feel supported by the managers. This is because team meetings, yearly appraisals and regular supervision meetings take place. However, supervision meetings with the staff are not robust enough to ensure a clear focus on the quality of teaching and also foster mutual support and ensure standards of teaching is maintained.

Parents are fully informed about their child's care and daily experiences and there are verbal conversations with parents and also written information for all children attending the nursery. There is a range of information displayed for parents in the foyer, such as notices, displays, information about events and staff details. Parents spoken to during the inspection provided positive feedback regarding the nursery. They particularly appreciate the welcoming atmosphere and the friendly and approachable staff. Partnerships with external agencies are established and further support staff with meeting the needs of all children and helping prepare them for their transition to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY462699
Local authority	Thurrock
Inspection number	918770
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	29
Number of children on roll	54
Name of provider	Goldcrest Day Nurseries Ltd
Date of previous inspection	not applicable
Telephone number	01375 673101

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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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