

# Goldcrest Day Nursery Ltd

Mons Avenue, BILLERICAY, Essex, CM11 2HQ

## Inspection date

Previous inspection date

14/11/2013

Not Applicable

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

Not Applicable

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

- The development of children's language and communication is supported well by all staff in the setting.
- Children's personal, emotional and social development as well as their self-care and health development is particularly strong due to the positive role models provided by all staff.
- Children are safeguarded effectively due to the robust procedures in place, staff's clear knowledge and positive practices.
- The constant and positive interaction from the management team supports the ongoing development of all staff to maintain continuous improvements.

### It is not yet outstanding because

- Some aspects of partnerships with parents have scope for improvement, such as offering consistent information about the educational programme and gaining more timely information to best help children to settle into the nursery.
- Some routines in the setting do not offer consistent levels of engagement for children to promote their active learning.

## 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 spent time observing children and staff in all three rooms and in the outdoor environment.
- The inspector carried out a joint observation with the manager in the outdoor environment.
- The inspector checked suitability and qualifications of staff working with the children.
- The inspector took into account the views of parents and carers.
- The inspector took into account the setting's self-evaluation system and the impact this has on continuous improvements.

## Inspector

Claire Parnell

## Full report

### Information about the setting

Goldcrest Day Nursery Ltd is privately run and is one of two settings managed by the same owners. The nursery was established in 1994 and opened under the current management in 2005. The setting opened in 2013 under a limited company on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a demountable classroom within the grounds of Sunnymede Junior School in Billericay, Essex. It is managed and run by Goldcrest Day Nursery Limited. The nursery serves the local area and is accessible to all children. It operates from three playrooms and there is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, one holds an appropriate early years qualification at level 4, seven staff hold qualifications at level 3 and one member of staff holds a qualification at level 2 and is currently working towards a level 3. Children attend for a variety of sessions or out of school care. There are currently a total of 49 children attending, all of whom are within the early years age group.

The nursery opens Monday to Friday all year round. Opening times are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- improve information that parents gain and provide to support the planning for children's initial settling-in, and to support parents understanding of the educational programme on the website
- provide children with consistent levels of engagement and involvement from staff, to promote active learning at meal times, particularly in the baby room.

### Inspection judgements

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

Children are making good progress in all the areas of learning due to strong teaching strategies and practices used by all the staff in the nursery. Staff provide a wide range of interesting and challenging experiences for children to support and enhance their learning opportunities both indoors and outdoors. Children receive positive interaction from the staff, and almost all of the time, are encouraged to become actively engaged in the

activities and resources available to them. However, on some occasions, where the routine of the day takes over from learning opportunities, some children's learning is not as actively promoted as well as others. For example, in the baby room, staff are busy preparing beds for sleep time and dishing up children's lunches. This results in children sitting without engagement or access to resources for short periods of time. Staff have a competent knowledge of how children learn in all areas of learning. Children's communication and language development is a particular strength in the nursery due to the staff's knowledge of how to support this at different stages of development. Staff use gestures and expressions to support understanding as well as simplified and complex use of words to support and extend children's language and speech. Staff use up-to-date strategies, gained through training, to challenge children's communication skills and this is demonstrated by children using complex words to describe their experiences. For example, pre-school children describe the feeling of the flour and water mixture using words, such as 'squishy' and 'mushy'. Staff allow children time to absorb questions before prompting answers to show their understanding, helping them to think critically about the question and then give an appropriate answer.

Children thoroughly enjoy exploring and experimenting with textures and malleable materials. This results in children having the confidence to 'have a go' with new resources and develop a keenness to problem solve. For example, children immediately become interested in the flour and water play outside, talking about the different materials and experimenting with the mixture. They question why the mixture is 'mushy' and explore its properties by adding food colouring and smells to it. They discuss what it smells like, describing how it feels and their like or dislike of the feeling. They thoroughly enjoy the outside environment, relishing in the wide range of resources that are available. Staff make good use of natural materials to support children's learning, turning straw bales into seating areas for children to enjoy books or to just take in the environment. They use the natural environment to support children's learning, such as their names hung from the tree's branches, encouraging children to balance their understanding that words have a purpose and the weather that blows the name labels around in the wind. Children are confident to explore the resources in each of the rooms. Babies crawl and totter around the baby room using the low-level equipment and tables to pull themselves up to build on their physical skills. Staff interact at their level, sitting on the floor engaging them in play, using simple language and instructions to develop babies understanding. Toddlers are enthralled by books, listening intently to the story that staff have carefully chosen to support individual children's experiences at home, such as new babies in the family. Pre-school children have a clear understanding of waiting their turn. Staff cleverly use discussion about other resources around them to engage children in interesting and mind provoking conversations while waiting for a turn on the computer. When it is their turn, staff recognise the necessity for children to complete their chosen activity to their satisfaction. For example, staff give children a choice of completing their go on the computer, learning how to use the mouse pad with dexterity, or to join the others in tidying up and preparing to go outside. Children are gaining the key skills needed for the next steps in their learning, including their transition to school.

Staff know the children well and provide activities and resources to support and promote children's ongoing development. The assessment and planning for individual children provides an accurate picture for each child's next steps in their learning. Staff are able to

verbally communicate their knowledge of children's development, particularly to parents of those children who speak English as an additional language, so that they are clear about their children's communication and language development. Starting points in children's learning are gained from parents but this does not occur until children are settling-in, therefore, activities that reflect their interests are not always actively provided to support their first days in settling in to the nursery. Parents are kept well informed about children's progress, with regular updated summaries produced to reflect children's achievements. Parents are actively encouraged to share children's learning at home and are given relevant guidance as to how to support children's learning out of the nursery.

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

The well-established key person system helps children to settle quickly and form close attachments with staff. Children are gaining in confidence all of the time due to the welcoming and caring atmosphere within the setting. Children are developing good independent skills. Resources are stored at children's levels and they are encouraged to select their equipment to extend their learning experiences. Younger children receive sensitive support to enhance their independent skills. Staff actively offer support by taking children to additional resources and taking them through how to use them. Older children are encouraged to make independent choices and to access areas within the nursery independently and safely. For example, pre-school children inform staff that they wish to use the bathroom. Staff allow them to leave the room via the safety gate and talk to them about using the toilet themselves and returning to the room immediately afterwards. By the time children leave to go to school, they are emotionally well prepared. This is due to the high levels of support that staff provide by talking to them, visiting the settings and their ongoing care of older siblings through the after school club.

Children's behaviour is very good. They demonstrate exceptional manners, saying 'please' and 'thank you' and waiting patiently for their turn. They support each other well, negotiating in their play and encouraging others to participate in new experiences. This is due to the cohesive and positive behaviour of the staff team who are openly seen to support each other in their responsibilities. Therefore, children have positive role models within the setting. Children's behaviour shows that they feel safe in the setting. They listen carefully to instructions and demonstrate their understanding of routine events. For example, when older children leave the setting to play outside, they automatically stand at the gate until all the children are down the steps and then wait to be told that it is safe for them all to go into the garden area. Children's understanding of hygiene procedures is supported well in all the rooms. Routine procedures in the baby room, such as nappy changes helps to prevent cross-infection. Toddlers are given simple instructions when washing their hands for snack time. Their ongoing health is promoted well by the appropriate storage and supervision of the use of dummies, making sure children do not share. Pre-school children are given accessible resources, such as wet wipes outside, to encourage hand cleaning after messy play and use of natural materials. All children are encouraged to blow their noses and to dispose of tissues and hand drying towels appropriately. Parents have access to displayed information regarding childhood illnesses and local information, such as health visitors. Children thoroughly enjoy the outside environment and gain fresh air several times a day, developing a clear understanding of a

healthy lifestyle. They use the space and resources well to support their physical development. They use the bales to jump on and off, climb the steps to the slide and negotiate around equipment with baby buggies. Children extend their dexterity by manoeuvring the computer mouse and mixing messy materials with their hands and tools.

Children's understanding of people's differences is promoted positively throughout the nursery. They regularly celebrate festivals, which is supported well by parents. Staff actively use parents as a resource to support children's understanding of cultural foods, stories and dress. Therefore, children attending feel positive about their own culture as well as gaining an understanding about the importance of others. Children have access to a good range of resources that portray positive images, such as disabilities, skin tones and non-gender roles. Children with special educational needs and/or disabilities are supported well. Staff work closely alongside the parents to provide an individual programme to enhance children's all round experiences and development.

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

Children play in a safe and secure environment. This is due to the robust safeguarding procedures and practices within the setting. All staff have a comprehensive knowledge of safeguarding procedures and have a clear understanding of what to do if they have concerns about the safety of a child in their care. Strong recruitment procedures are carried out thoroughly, to provide children with well qualified, experienced and suitable staff to care for them. Documentation that promotes safeguarding is competently completed. For example, daily attendance is recorded accurately to show exactly how many staff and children are present in each room to meet required ratios. Accidents and medication administration is thoroughly recorded to promote children's ongoing welfare. Risk assessments are regularly carried out to ensure children play in a safe and secure environment. Daily checks are carried out of the indoor and outdoor environment to provide a hazard free environment for children's play.

The management team are actively involved in the day-to-day routines and activities with children. They are always seen working alongside staff in all rooms, supporting staff in the daily care of children. They actively monitor staff's performance and practice as well as the effectiveness of the educational programme for individual children. These observations form a basis for discussion with staff at annual appraisals, regular supervisions and room meetings. Staff development is highly promoted within the setting. Individual staff's strengths are celebrated by sharing their positive practices with other staff. Staff and the manager identify areas for development and highlights in-house, online and external training for staff to develop their practices, resulting in better outcomes for children. A collaborative self-evaluation system helps to identify the setting's areas of strength as well as areas for ongoing development. A continuously used action plan helps to identify training needs for individuals as well as the setting as a whole. New practices are evaluated for their effectiveness and changes are made quickly. The manager is quick to recognise the need to delegate responsibility within the staff team, ensuring all staff take on roles throughout the nursery. The majority of staff hold a first-aid certificate and a monitoring system is in place to update qualifications, such as food hygiene and

safeguarding knowledge. Parents play an important part in the evaluation of the setting. The regular questionnaires are completed by parents and the manager uses this information to make changes to enhance the experiences for parents and their children.

The partnership with parents is good. Parents have access to a wealth of displayed, verbal, written and online information. This information relates to the educational programme and how children's well-being is promoted. However, the information on the website relating to the educational programme is out-of-date, therefore, parents are not receiving relevant information about how their children learn, if they choose to use this method to find out. Staff are keen to develop close partnerships and parents highly appreciate the effort and time staff put into settling-in their children and the information that is shared about their children's achievements. Parents and carers make very positive comments about their experiences within the nursery and the confidence they have in the staff who care for their children. The partnership with local schools and other professionals is very positive. Good links are made with the school in which the setting is located as well as other schools in the area. Teachers visit and staff discuss individual children's characters and next steps in their learning. This supports children's transition as the teacher is aware of their development and interests. Staff work closely with speech therapists, occupational health and other professionals to support children's specific needs and to aid their careful and sensitive transition to mainstream 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

<b>Unique reference number</b>	EY462703
<b>Local authority</b>	Essex
<b>Inspection number</b>	919391
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	33
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Goldcrest Day Nurseries Ltd
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01277 632428

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

