

Goldilocks Nursery/Creche 111

Inspection report for early years provision

Unique reference number	127206
Inspection date	02/12/2008
Inspector	Clare Stone
Setting address	Hollington Place, Ashford, Kent, TN24 8UN
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Type of setting	Childcare - Non-Domestic

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.

Description of the setting

Goldilocks Nursery and Creche 111 is one of two nurseries run by this provider. It operates from a purpose-built building. It is situated in Ashford, Kent. A maximum of 58 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 throughout the year. All children share access to an enclosed outdoor play area.

There are currently 62 children aged from birth to under eight years on roll; of these 37 children receive funding for nursery education. The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from a wide catchment area, as most of their parents travel in to work in or around the town of Ashford. The nursery currently supports children with learning difficulties, and also has experience of supporting children who speak English as an additional language. The nursery provides a cooked lunch. Parents may provide breakfast and tea if they wish.

The nursery employs 11 staff to work directly with the children; all hold appropriate early years qualifications. Some staff are working to obtain higher level qualifications in the early years sector. The nursery receives support from a teacher and an early years advisor from the local authority.

Overall effectiveness of the early years provision

Goldilocks Nursery and Crèche 111 promotes good care and satisfactory education for the children who attend. Staff work hard to foster good relationships with parents/carers and outside agencies. All children are valued as individuals and their differences celebrated. Children's welfare is paramount and staff have procedures in place to protect vulnerable children. There are systems in place for identifying strengths and weaknesses, and the management team support staff to obtain higher qualifications in the childcare field.

What steps need to be taken to improve provision further?

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

- improve the opportunities available for children to develop their independence in all aspects of their daily routines
- organise activities and resources to ensure children benefit from attractively presented play opportunities.
- ensure staff are familiar with child protection procedures

The leadership and management of the early years provision

The nursery benefit from good support from the manager, she is passionate about providing good quality care and open to new and innovative ideas. Staff are

encouraged to join in with planning and the manager sees this as imperative. There are clear and concise policies and procedures in place for parents to read. The operational plan works well in practice and all staff are aware of their roles and responsibilities. All mandatory records are in place, well maintained, confidential and secure. The nursery have started using their self evaluation form and feel it helps them plan ahead for staff training and promote good outcomes for children. Staff attend regular meetings to cascade new information and appraisals allow staff to follow a training programme.

Staff work very closely with parents/carers and outside agencies. They gather all relevant information before children are placed in their care, ensuring they can be cared for appropriately. Parents are kept fully informed of the nursery's practice, ensuring children's continued support and considering the welfare of the children. Parents receive good information about the Early Years Foundation Stage (EYFS). The information outlines what children are expected to learn and how they will learn. This ensures parents understand that play has an important role in developing children's skills for the next stage of learning.

The nursery have implemented systems in place to promote safety within the setting and on outings. Staff have a sound knowledge of possible signs of abuse but were slightly unsure of what to do if their manager did not follow through with any concerns. There are child protection pamphlets for parents to take home and read and all staff hold current Criminal Records Bureau checks. Risk assessments are carried out daily to ensure children's safety, allowing them to explore and investigate their surroundings.

The quality and standards of the early years provision

Children are making sound progress in all areas of learning. Staff know the EYFS quite well and plan a wide range of activities for the children. However, not all activities are presented in an inviting and attractive way. Information regarding children's achievements and needs is used to plan children's next steps and enrich their learning. The special needs co-ordinator is knowledgeable about her role, therefore children with learning difficulties are well supported.

The learning environment is warm and welcoming and staff greet children and parents on arrival. There are beautiful displays of children's work which is clearly their own. This gives children a sense of belonging and pride in their achievements. Children know the layout of the rooms and know where to find toys they would like to play with. Staff are keen to let children have free access to all areas of the nursery but on occasions these areas can be restricted. Children are provided with science resources and they particularly enjoy the writing table with shaped paper, envelopes and stickers. They write their names on the sticker and pretend to write letters to post.

Children have access to an outside area which has plenty of opportunities for them to climb, run and jump. The staff are aware of the importance of outdoor play and use this facility daily. However, there are missed opportunities to use items from inside, such as tea sets and dressing up, to enhance their imaginative play.

Children's fine motor skills are developing well. They are competent when selecting and using small equipment such as scissors, glue sticks and paintbrushes.

Staff use lots of praise and encouragement to build children's confidence. Children behave well and staff are good role models. There is a harmonious feel within the nursery allowing children to feel at home. Staff provide a balance of self-chosen and adult-initiated play. However, they do not use good questioning technique which allows children to organise their thoughts and extend their creative ideas.

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	3
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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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

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