

Goldilocks Nursery/Creche 111

Hollington Place, Ashford, Kent, TN24 8UN

Inspection date

15/04/2014

Previous inspection date

02/12/2008

The quality and standards of the early years provision

This inspection:

4

Previous inspection:

2

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	4
The effectiveness of the leadership and management of the early years provision	4

The quality and standards of the early years provision

This provision is inadequate

- The manager and staff do not have a secure knowledge of child protection issues and the procedures to follow if an allegation is made against a staff member. Therefore, safeguarding arrangements are not robust enough to ensure that children are appropriately protected.
- At times, the amount of adult planning for art and craft activities limits the opportunities for children to explore their own ideas.

It has the following strengths

- Children make good progress in their learning and development as staff provide interesting activities which offer a good level of challenge.
- Staff teach children about the importance of good personal hygiene and provide healthy food and drinks which reflect children's individual dietary requirements. Therefore, children learn about healthy lifestyles.

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 viewed all areas of the nursery.
- The inspector spoke with provider, manager, staff and children throughout the inspection.
- The inspector observed the interaction of staff and children during a range of activities.
- The inspector completed a joint inspection with the manager.
- The inspector viewed a range of documentation including accident and incident records.

Inspector

Liz Caluori

Full report

Information about the setting

Goldilocks Nursery registered in 1998. It is privately owned and operates from a purpose-built premises in Ashford, Kent. Children are cared for over two floors with children under two years occupying the first floor and older children on the ground floor. All children have access to enclosed outdoor play spaces.

The nursery is open each weekday from 8am to 6pm throughout the year. There are currently 80 children on roll, all of whom are in the early years age group. The nursery receives funding for the provision of free early education for children aged two, three and four years.

The Nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is able to support children with special educational needs and/or disabilities as well as those who speak English as an additional language.

The nursery employs 14 staff to work directly with the children; all hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- ensure that all staff understand the safeguarding policy and procedures and are able to identify signs of possible abuse and neglect at the earliest opportunity, and to respond in a timely and appropriate way

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

- review the organisation of art and craft activities to offer greater encouragement for children to express themselves creatively and explore their own ideas.

Inspection judgements

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

Children throughout the nursery are happy, engaged and make good progress in their learning and development. Staff undertake regular observations of children and use these to plan a broad range of activities, which they enjoy and which offer a good level of challenge. Staff know children well and plan effectively to reflect their individual needs. A

newly introduced system for recording assessments on children's progress helps staff to easily identify gaps in achievement. In addition, this provides clear information for parents about the ways in which staff intend to promote their child's future learning. Staff encourage parents to take an active role in their child's learning by contributing observations from home. Appropriate arrangements are also in place to complete the required progress checks for children aged two years.

Children benefit from the freedom they receive to explore their environment and choose the activities they want to take part in. As a result, they are becoming motivated and independent learners. Children under two years confidently investigate the resources in their group room. They particularly enjoy using crayons and paint brushes to make marks on paper both indoors and in their own garden area. Staff working with the younger children make good use of repeated activities in children's routines to support their learning. For example, they count the stairs as they walk the children down to the garden and several children are able to count along with them.

In addition to benefiting from the generally strong teaching of staff, older children have a lot of good opportunities to learn through discovery. For example, they learn about momentum and gravity by observing what happens when they send cars down lengths of plastic guttering. Staff support children well in their literacy. They read books using very good story-telling voices and effectively maintain children's interest. They also provide a lot of resources and encouragement for children to practise writing.

Children have high levels of imagination and, overall, staff support this well. There is a tendency for some staff to offer too much adult direction when planning art and craft activities. For example, by only setting out cotton wool for children to create pictures of sheep staff are not encouraging children to explore their own ideas. However, children thoroughly enjoy the experience. They concentrate well on the tricky process of applying glue onto the wool and getting it to stick on the paper rather than on their fingers. They are also confident to suggest different animals to include in pictures and ask for paint and tissue paper so that they can create yellow and blue bunnies.

Staff promote children's communication and language well. Those working with the younger children use good facial expressions and body language as well as clear vocabulary. Older children engage in many interesting conversations with their friends and with staff. They use language expressively and staff encourage them to speak by asking open ended questions. Children's physical development is also progressing well. They benefit from regular use of the outdoor play area to engage in running games, to balance and to use ride-on toys. They move with coordination and control.

One member of staff takes lead responsibility for coordinating the care of children with special educational needs and/or disabilities. She has a good understanding of her role and has clear and efficient processes in place to work with parents and other professionals in order to meet children's individual needs. There are also effective strategies to support children who speak English as an additional language.

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

Staff do not have sufficient safeguarding knowledge to fully support children to understand how to keep themselves and others safe. However, they do provide some appropriate support for children to learn practical skills to protect themselves. For example, those working with the children under two years, very patiently support children who can walk to hold the handrail while using the stairs. Older children learn to recognise the fire bell and understand the procedure to follow if it sounds.

Children have fun at the nursery and form trusting relationships with staff. Effective key person arrangements are in place to help ensure that children's individual learning and care needs are fully recognised and addressed. Staff support children to develop effective social skills, acting as positive role models and teaching good manners.

Staff support children well to learn the importance of following healthy lifestyles. They are very prompt to wipe children's noses and do this in a caring, friendly manner. Staff also remind children to wash their hands after using the toilet and before sitting down to eat. Children enjoy nutritious snacks and drinks throughout the day which staff prepare on the premises. Menus reflect children's individual dietary requirements.

The nursery environment is bright, appealing and well maintained. Children play with a good range of resources and confidently transport these around the nursery to support their chosen games. Children also take an active role in tidying up which helps them to learn how to take care of property. All these skills help children become independent ready for their future stage of learning.

There are clear arrangements to prepare children for changes. Staff encourage parents to bring their children in for a several visits before they start at the nursery to help them settle well. Similarly effective arrangements are in place to support children as they move from the under two's room to the larger nursery group room. Their key person takes them downstairs for periods of time each day for several weeks to ensure that they are emotionally ready. Staff work with parents to support children who are due to go to school. They visit local schools to take photographs to use when talking with children. The manager also invites teachers in to see children in the nursery. This helps children become familiar with their new environment and the adults that will be caring for them.

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

This inspection took place following complaints received by Ofsted regarding safety arrangements in the nursery following an accident. The complaints also raised concerns about the procedures for recording accidents and sharing information with parents. The nature of the information within the complaints also raised concerns about the nursery's safeguarding arrangements. The inspection found that staff supervise children appropriately and undertake regular risk assessments and safety checks of the premises and equipment. The manager explained that further steps have been taken to improve

safety following an accident where a child fell onto a low brick wall. This wall is currently in the process of being covered with plastic bench seating to prevent a similar accident occurring again. Scrutiny of accident records found them to be clear and well maintained and parents sign to confirm that they have been informed of the accident and any treatment given. The procedure for dealing with complaints was also found to be appropriate.

However, it was found that the safeguarding arrangements within the nursery are not good enough to protect children. There are appropriate written policies outlining the process to follow should concerns arise about the welfare of any child. These include accurate guidance on the procedure for responding to allegations against staff. However staff, including the manager and the safeguarding coordinator, do not understand when to apply these procedures. Robust recruitment arrangements are in place including thorough suitability checking and a period of induction. All staff attend safeguarding training and several have recently updated their knowledge with an on-line course. However, there are no procedures in place to check staff's understanding of safeguarding children issues. As a result, the provider has failed to detect that staff do not have enough knowledge to recognise the marks or signs of possible abuse or neglect. These are breaches of requirements as set out in the Early Years Foundation Stage that compromise children's welfare.

The leadership and management of the nursery in areas other than safeguarding is effective. Staff work well together creating a friendly, relaxed environment. A lot of self-evaluation takes place and, whilst this failed to identify the inadequacies in safeguarding arrangements, it has led to a number of well-targeted improvements. For example, there are new supervision arrangements to support staff development and to encourage them to contribute ideas. There are also a fully revised systems for assessment and planning. The provider and manager fully recognise their responsibility to promote children's learning and support staff to do this well.

Parents receive a friendly greeting when they arrive at the provision. There are a range of notices and certificates displayed and staff also share a lot of useful information verbally. Appropriate arrangements are in place to work with other early years providers where care of children is shared. In addition, staff have experience of working successfully with a broad range of professionals to meet children's individual needs. This means staff promote a cohesive approach to supporting children's learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure that children are safe from harm by making sure that staff are able to implement the written procedures which set out the correct procedures for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- ensure that children are safe from harm by making sure that staff are able to implement the written procedures which set out the correct procedures for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register).

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	127206
Local authority	Kent
Inspection number	968869
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	80
Name of provider	Leslie Waller
Date of previous inspection	02/12/2008
Telephone number	01233 610900

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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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