

Goldilocks Nursery/Creche 111

Hollington Place, Ashford, Kent, TN24 8UN

Inspection date

27/11/2014

Previous inspection date

15/04/2014

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

4

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

- The nursery environment is welcoming and staff have positive relationships with parents. Consequently, children settle in well and feel comfortable with the adults who care for them.
- Staff working with babies are very in tune with their needs and developmental progress. As a result, babies benefit from a stimulating environment where they learn through play.
- The management team have put good systems in place to ensure that staff have a secure knowledge of child protection procedures and how to keep children safe.

It is not yet good because

- Staff have an inconsistent approach to managing older children's behaviour so the room becomes noisy at times. This impacts on the quality of teaching and learning.
- Some staff do not make the most of opportunities to introduce mathematical language, or encourage children to further explore their ideas and thoughts throughout the daily routine.
- The nursery has a limited range of programmable toys.

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 the quality of teaching and the impact this has on children's learning.
- The inspector conducted a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and the registered provider.
- The inspector spoke to parents during the inspection.
- The inspector sampled planning and assessment records and a range of other documents.

Inspector

Linda du Preez

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 55 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 15 members of staff, 11 of them 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:

- improve staff's management of children's behaviour to ensure it is consistent and that boundaries are always clear in order to fully support their personal, social and emotional development.

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

- improve the quality of teaching to encourage children to develop a greater understanding of mathematics during the daily routine
- provide more opportunities for children to select and use technology for particular purposes.

Inspection judgements

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

The quality of teaching within the nursery is variable. Staff working with the babies clearly understand how to promote the learning and development of younger children. However, this quality is not consistent for the older children. Consequently, babies make good progress in their learning, but this is not always sustained as children move to the older age groups.

Staff working with babies make the most of opportunities to work with parents to exchange ideas and thoughts about how to help babies feel secure and to support their physical development. Consequently, babies are settled and delight in exploring the many exciting activities on offer. They climb up and over equipment and delight in exploring how oats feel as they squish them between their fingers and fill containers. Staff are skilled at teaching babies to communicate their feelings and ideas. They talk to babies about what they are doing, so that they link words with actions. Staff ask them questions and are mindful to give them time to reply. Furthermore staff model building sentences by repeating what babies say and adding words. These strategies help babies to understand that what they communicate is valued. Consequently, they make good progress in their communication and language.

Older children benefit from the wider range of creative resources, which are freely available to them. This improved aspect of the provision allows children to express themselves creatively and reflect their ideas. For example, they enjoy squeezing glittery paint and investigating the patterns it makes. However, there are times when the room becomes very noisy and staff do not always manage this well. Therefore, they do not teach children who are shouting, that their behaviour affects others. Consequently, the noise levels make it difficult for people to hear each other or for other children to concentrate.

Most children explore the nursery environment freely and enjoy playing with a wide range of resources. However, there are limited resources for older children to explore technology and some children were keen to play with the inspector's computer because of this. Furthermore, although there is a good range of mathematical resources for measuring, comparing and problem solving, staff do not always promote mathematical thinking. For example, during lunchtime when children compare quantities of cutlery and the size of potatoes, staff bring the conversation to an end rather than making the most of the opportunity to focus on children's mathematical interests. These occasional oversights limit children's preparation for future learning and their readiness for starting school.

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

Parents are complimentary about how staff know the children and keep them well informed about how their children are settling in. There is a strong key person system in place to support children's emotional well-being. Babies are very settled and secure with the adults who care for them. They show this as they confidently explore the environment, but return to their key person for a cuddle when they need it. Staff working with babies are very aware of their needs. When staff notice that babies are losing interest in certain toys, staff respond to this positively and offer suitable alternatives. Babies respond by laughing and clapping enthusiastically in preparation for the next activity.

Older children are generally confident and friendly. They introduce themselves to visitors and tell them about what they are doing. Although staff are positive role models they have an inconsistent approach to managing older children's behaviour. Some disruptive behaviour goes unnoticed and when staff do intervene, they often say 'don't do that' or 'stop it' but fail to explain exactly what children should stop doing and why they should stop. This lack of guidance means that children do not learn about boundaries or behavioural expectations.

Children enjoy the nutritious and nourishing meals which are prepared on site for them. Older children serve their own food and staff teach them to be independent.

Staff help children to prepare emotionally for change, through discussions and the strong key person arrangements. They send useful information to parents so that they are clear about what will happen when children first start attending, change rooms or move on to school. This approach supports partnership working and continuity in children's care.

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

The provider and manager have worked hard to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. They have provided training and support so that staff have a clear understanding of safeguarding and how to protect children.

There is a programme in place for self-evaluation and quality assurance. However, the focus has been on driving the improvements from the last inspection relating to safeguarding and the provision for creative activities. Consequently, managers and staff have not accurately identified or tackled other areas relating to the educational programmes which require improvement. The management team oversees the educational programmes. They have recently introduced tracking systems to monitor if some groups of children are progressing more than others. Although these systems are in place, they have failed to identify the inconsistencies in how some staff record children's progress in relation to technology. Nevertheless, managers are committed to making improvements across all areas of development and are working closely with a local authority advisor to establish effective systems to ensure all children make progress in their learning.

Regular supervision meetings and annual appraisals help staff to reflect on their practice and accurately identify their own individual areas for development. The nursery works closely with the local authority to ensure that staff attend training, which enhances their professional development and drives improvement across the nursery. All staff are involved in evaluating the quality of the provision through meetings and staff surveys. This involvement means that the team work well together to drive improvements.

The nursery has developed strong partnerships with parents and outside agencies. Parents are fully involved in the assessment arrangements for their children and say they think that their children progress well at the nursery. The nursery has positive links with other

professionals to support continuity in care for children who need extra support. This helps children to catch up in their learning in readiness for starting school.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	996779
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	55
Name of provider	Leslie Waller
Date of previous inspection	15/04/2014
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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