

Golden Start Nursery

105 Golden Hillock Road, Small Heath, BIRMINGHAM, B10 0DP



Inspection date

23 July 2015

Previous inspection date

12 March 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Robust assessment procedures ensure staff have a sound understanding of children's starting points, ongoing development needs, ways of learning and interests. Staff take account of parents' and other agencies' views to plan and organise rewarding, relevant activities which promote children's purposeful learning and good progress.
- The manager and staff are kind and attentive. They calmly reassure and encourage babies and children, who soon settle when they start or move within the nursery. The manager and staff effectively ensure children are emotionally and socially ready for school. This includes involving children in discussions and fun activities focusing on their school's premises, routines, staff and uniforms.
- Children are fully safeguarded. The manager and staff complete relevant training, regularly discuss children's welfare and review the nursery's robust safeguarding procedures. They recognise signs of abuse and neglect and take prompt action to minimise any risks of harm to children, working closely with families and various agencies.
- There are highly effective partnerships with parents, the children's centre, different agencies and schools. These result in well-targeted support for vulnerable children and for those with special educational needs and/or disabilities. Children who speak English as an additional language are also well supported.

It is not yet outstanding because:

- Younger children do not always follow staff's requests as they are not sure what to do during some routines, and staff do not always extend older children's independence.
- Staff do not have regular opportunities to observe and evaluate each other's practice as part of the otherwise robust staff performance and development procedures.

What the setting needs to do to improve further

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

- improve teaching to help younger children to confidently and readily respond to staff's simple instructions and to extend older children's independence skills
- consolidate already good staff development procedures by creating more opportunities for staff to observe and evaluate each other's practice to further raise the quality of teaching and children's attainment.

Inspection activities

- The inspector observed activities in one playroom and in the outside play space. She carried out a joint observation with the manager.
- The inspector spoke to members of staff and children at appropriate times. She held meetings with the nursery manager, talked to the provider on the telephone and spoke to the manager of the children's centre.
- The inspector took account of the views of parents spoken to on the day of the inspection and from their written feedback to the provider.
- The inspector discussed the provider's evaluation procedures and plans for improvement.
- The inspector looked at children's records, planning documentation and evidence of the suitability of staff working in the nursery. She also looked at a range of other documentation, including policies and procedures.

Inspector

Rachel Wyatt

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Babies and children enjoy activities. They are well prepared for their future learning and starting school. Staff organise a good balance of free-choice and adult-led activities and generally interact well with children. Children are keen to take part, usually persevere and become increasingly confident, articulate and imaginative speakers. Children are curious, enjoying exploring and investigating. They use various containers and tools to make marks and create shapes in wet sand. While making play dough, children discuss changes in form and colour. Staff give children a good grounding in early literacy and mathematics. Children enjoy stories, songs and rhymes and increasingly recognise and use letters and sounds. They count and accurately identify numbers, shapes, quantities and sizes. Staff carefully assess and plan for children with special educational needs and/or disabilities or who speak English as an additional language, so these children also progress well.

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

Babies and children are happy and secure. They want to do well as staff promote their interests and praise their efforts. Children behave well and talk about why they need to sit and listen at certain times. Older children show kindness to younger children and readily help with tasks. However, staff do not always give younger children enough time or guidance to help them to understand instructions. Babies and children are well cared for in safe, secure, comfortable and well-resourced surroundings. Staff promote children's understanding of how to be healthy during well-managed personal care and hygiene routines. Babies and children enjoy nourishing meals and have plenty of outside play and exercise. They safely move with balance and control as they use wheeled toys and apparatus. Vigilant staff carefully supervise children and teach them about different aspects of road and fire safety. However, they do not always extend older children's independent, safe use of tools, such as utensils.

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

The provider, manager and staff work well together to ensure children and families access good quality nursery provision. They carefully check the effectiveness of the nursery's organisation and procedures, taking account of parents' and others' views, in order to make timely improvements. This includes acting on previous inspection recommendations. Younger children can now choose from a wide range of interesting activities and resources, and all children enjoy challenging and rewarding outdoor activities. The manager and staff regularly and accurately assess children's progress. They swiftly identify and address any gaps in individual or groups of children's learning, or in the educational programme. There are effective arrangements for checking staff's performance and for giving them targeted coaching, support and training. The manager and staff are well qualified and knowledgeable so their teaching and care are good. However, they do not consistently observe and reflect on each other's teaching to enhance their knowledge of best practice and to further increase children's attainment.

Setting details

Unique reference number	EY363996
Local authority	Birmingham
Inspection number	863797
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	17
Name of provider	Birmingham City Council
Date of previous inspection	12 March 2012
Telephone number	01216 750081

Golden Start Nursery was registered in 2007. The nursery employs 15 members of childcare staff, all of whom hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round, except for bank holidays and a week at Christmas. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are close links with the children's centre where the nursery is based.

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