

Goldsmiths Day Nursery

41 Goldsmith Avenue, SOUTHSEA, Hampshire, PO4 8DU



Inspection date

22 June 2015

Previous inspection date

22 September 2009

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff are not always suitably deployed and do not always make the best of all opportunities to provide good learning experiences for all children.
- Staff do not successfully interest and engage all children in the large-group activities to help them to become motivated learners.
- Staff do not always successfully promote babies' and toddlers' sustained involvement and early communication skills within the daily routine.

It has the following strengths

- Staff form close and caring relationships with all children, which ensures they settle successfully. Consequently, children are happy, independent and have good levels of confidence.
- Parents and carers are well-informed about their children's care and learning and encouraged to share their views about their children's abilities and learning at home. This helps staff to get to know children well and plan accurately for their future learning needs.
- Staff promote children's mathematical learning well during spontaneous and routine activities, and during adult-led activities.
- The nursery is welcoming and staff provide children with a suitable range of stimulating and interesting activities to adequately support their learning.

What the setting needs to do to improve further

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

- improve the quality of teaching to help all children make good progress, in particular to promote younger children's communication and language development.

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

- improve staff deployment to make the best of all opportunities to provide good learning experiences for all children
- review the organisation of large-group activities to find ways to include and engage children more effectively.

Inspection activities

- The inspector held a meeting with the deputy manager and owner and looked at and discussed a range of policies and procedures.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector carried out a joint observation with the deputy manager.
- The inspector looked at a selection of children's assessment files and progress information, and spoke to their key persons.
- The inspector observed children during play, mealtimes and learning activities. She spoke to staff and children in the indoor and outdoor environments.

Inspector

Clare Leake

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This requires improvement

Staff have an appropriate knowledge and understanding of the Early Years Foundation Stage and plan interesting activities that stimulate children. Staff complete the progress check for children aged between two and three years to identify strengths and areas of development and share these with parents. The quality of teaching is variable. Some staff read stories and engage in meaningful conversations with children to develop their communication skills. Whereas other staff do not take opportunities to extend children's thinking skills, for example when children discover a snail. In addition, staff do not organise large-group activities well enough to interest and engage all children effectively. Children are provided with a suitable range of toys and resources, which they access independently. This helps to promote children's confidence and self-esteem. These skills help them to make progress in other areas of learning in readiness for starting school.

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

Staff provide a welcoming environment and children build good relationships with staff. Children demonstrate that they are confident as they approach visitors to join in with their play. Staff use effective settling-in procedures to support children's emotional needs and agree these with parents. Children develop their physical skills well. They confidently explore the environment as they enjoy the outdoor slide and build with construction materials, moving around objects carefully and skilfully. However, there are occasions when staff deployment does not promote the best possible learning opportunities for all children. Staff encourage children to be independent in their personal needs, such as feeding themselves. Children understand the daily routine. They enjoy choosing a healthy snack and placing their name down on the table after they have washed their hands. This helps to promote their feelings of security, independence and early reading skills.

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

Overall, the owner and her staff have an adequate understanding of the safeguarding and welfare requirements. They understand the procedures to follow should they have a concern about a child in their care, and this information is shared with parents. Safeguarding is reviewed at staff meetings and all staff have received necessary training to help protect children from harm. The senior management team follow appropriate procedures when recruiting and employing staff, so that children are cared for by appropriate people. New staff receive thorough induction procedures to understand their individual roles and responsibilities. Ongoing supervision meetings, training and appraisals form part of their continuing professional development. Staff liaise with other professionals in order to achieve the best results for children.

Setting details

Unique reference number	EY320961
Local authority	Portsmouth
Inspection number	834614
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	45
Number of children on roll	85
Name of provider	Karen Esther Miller
Date of previous inspection	22 September 2009
Telephone number	02392 751645

Goldsmiths Day Nursery was established in 1999 and registered to the current owner in 2006. It is a privately owned nursery and operates from a semi-detached house on the outskirts of Southsea, close to the city centre of Portsmouth. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery is open Monday to Friday 8am until 6pm for 51 weeks of the year, excluding bank holidays. Children can attend on a full or part-time basis. The owner of the nursery works in the setting alongside the 12 staff she employs. The majority of staff hold relevant early years qualifications at levels 2 and 3, and the owner and manager each holds a BA Honours degree at level 6.

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