

Goldilocks Nursery and Crèche

Hollington Place, Ashford, Kent. TN24 8UN



Inspection date

16 November 2015

Previous inspection date

27 November 2014

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|--|----------------------|----------------------|---|
| | Previous inspection: | Requires Improvement | 3 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- The leadership team has worked hard over the last year making improvements and developing staff practice. As a result, the quality of teaching and the progress children make are now good.
- Children are very happy and safe within the nursery. They form close relationships with the staff who look after them and excitedly take part in a wide range of activities, both inside and outside.
- Staff are very attentive in meeting children's individual needs as they know the children well. This helps children to feel emotionally secure and to seek comfort and reassurance when they need it.
- Parents are very happy with the quality of care provided within the nursery. They confirm how happy their children are and how much they enjoy attending.
- Children develop a good range of skills which help them in their learning and prepare them well for starting school. They listen well, concentrate for short periods and are keen and motivated to learn.

It is not yet outstanding because:

- Systems to ensure all children's individual learning needs are consistently reflected in the planning of activities are new and still in the early stages of development.
- Procedures to train staff in supporting the learning needs of boys have only just been introduced.

What the setting needs to do to improve further

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

- continue to ensure that all staff consistently plan for children's next steps in learning in all activities
- continue to develop staff's understanding of how to support the different learning needs of boys.

Inspection activities

- The inspector observed the quality of teaching and the support for children's learning and development, both inside and outside.
- The inspector held discussions with the staff and assessed their understanding of nursery policies, such as those relating to safeguarding children, safety and supervision of children on outings, how they plan for and monitor children's learning, and how they measure children's progress.
- The inspector carried out a joint observation with the nursery manager to evaluate the quality of teaching.
- The inspector held a meeting with the nursery manager and the nursery owner to discuss what improvements have been made since the last inspection and how senior staff plan for ongoing development of the nursery.
- The inspector talked to children and asked them about what they enjoyed doing at nursery.
- The inspector sampled a range of documentation, including safeguarding records, staff training files and suitability checks, and development plans.

Inspector

Jo Caswell HMI

Inspection findings

Effectiveness of the leadership and management is good

The leadership team use their combined expertise to promote good practice and monitor the rate of improvement. Many staffing changes over the last year have made this more challenging. However, senior leaders have taken relevant action to improve the quality of teaching and ensure that staff have the relevant skills, knowledge and confidence to support children's learning. Further training is being planned to ensure staff are confident in addressing the differing needs of boys. Particularly good progress has been made in developing a consistent approach towards managing children's behaviour. This has been as a result of effective training and good role modelling by the highly trained senior staff. Supervision meetings are used well to enable staff to reflect on their practice and share any concerns about children's learning and development. Safeguarding arrangements are effective. Staff are vigilant in keeping children safe, both at the nursery and while on outings. They have a good understanding of what to do if they are concerned about any child or family.

Quality of teaching, learning and assessment is good

Teaching is now consistently good. Staff skilfully tune-in to what children are doing and saying and plan activities around these themes. Babies delight in playing outside with bubble mixture and try to catch the bubbles before they pop. Staff support this learning well by introducing vocabulary and responding positively to words that babies attempt to say. Older children play very creatively in the mud outside, pretending it is 'chocolate' and using a wide range of tools and resources. The inside environment is used well to extend children's learning and creativity. For example, after a story on Diwali, children light candles and watch the wax melting with increasing interest. Staff make use of all daily activities to enrich children's learning. For example, older children practise simple calculation as they work out how many plates and cups are needed as they lay the tables for lunch.

Personal development, behaviour and welfare are good

The key person system works especially well in the nursery, particularly for the babies. Consistent carers and familiar routines ensure the youngest children develop strong emotional attachments with the staff. Older children arrive at nursery happily and excitedly. They greet the staff confidently and talk openly about their friends. Their behaviour is good as staff remind them how to take turns, show respect and be kind to one another. A good range of topics and planned activities help children develop an awareness of the community where they live and the wider world.

Outcomes for children are good

All children make good progress from their individual starting points. Staff work closely with parents and carers, and other professionals to identify what children know and can do when they first start at nursery. Regular, accurate assessment means that staff make sure all children are achieving well and make progress across all areas of learning. Funding is used well to offer additional support for any child who may require extra help with their learning.

Setting details

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|------------------------------------|--------------------------|
| Unique reference number | 127206 |
| Local authority | Kent |
| Inspection number | 1025538 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 58 |
| Number of children on roll | 42 |
| Name of provider | Leslie Waller |
| Date of previous inspection | 27 November 2014 |
| Telephone number | 01233 610900 |

Goldilocks Nursery and Crèche registered in 1998. It is privately owned and operates from purpose-built premises in Ashford, Kent. The nursery is open each weekday from 8am to 6pm throughout the year. There are currently 42 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. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. Out of school provision is offered for school-aged children throughout the year. The nursery supports children with special educational needs and/or disabilities, and children who speak English as an additional language. A team of 16 staff work with the children and of these, 15 hold early years qualifications. The nursery manager is qualified to foundation degree level and the deputy manager holds Early Years Professional status.

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