

# Goldilocks Day Nursery

25 Institute Road, BIRMINGHAM, B14 7EG



## Inspection date

26 July 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The quality of teaching does not support children to make good progress in their development. Staff do not use effective methods to promote children's learning and they are not sufficiently skilled at adapting teaching to meet children's individual needs.
- Staff do not always make accurate assessments of children's achievements. Therefore, they do not focus planning sufficiently so that each child receives tailored support for further learning.
- Staff do not demonstrate sufficient understanding of the procedures to protect children against the spread of infection. Their practice is not always rigorous.
- Staff do not help children to learn the reasons for eating healthy meals so that they develop a good understanding of healthy lifestyles.
- The arrangements for monitoring practice are not yet fully established. Senior staff do not evaluate the quality of teaching and children's achievements rigorously enough.

### It has the following strengths

- Children's good behaviour is promoted well and staff give lots of praise and encourage children to follow the rules within the nursery. Children learn to share and take turns during activities.
- Staff encourage parents to share information about what children can do and know when they first start in the nursery. They provide feedback about children's learning on a daily basis.

## What the setting needs to do to improve further

**To meet the requirements of the early years foundation stage the provider must:**

	Due Date
■ plan stimulating, rewarding experiences with good levels of challenge to meet children's individual needs and to promote their development in all areas of their learning	30/08/2016
■ make accurate assessments of children's achievements and use the information to identify the precise steps for further learning to help children make good progress	30/08/2016
■ take all necessary steps to follow procedures rigorously to prevent the spread of infection so that children's physical well-being is promoted effectively at all times.	29/07/2016

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

- help children to learn the reasons for eating healthy foods as part of a healthy lifestyle
- strengthen the focus on monitoring to improve the quality of teaching and to ensure all children receive effective support to make good progress in their learning and development.

## Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector completed joint observations with the nursery manager.
- The inspector held meetings with the nursery manager and provider. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector reviewed questionnaires completed by parents to share their views of the nursery.

## Inspector

Adelaide Griffith

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Leaders and managers have a sound understanding of the importance of evaluating practice and procedures. However, the monitoring of teaching and of children's achievements is not rigorous enough. Children do not receive sufficient support to make good progress in all areas of their learning. Leaders and managers have discussions with staff during supervision about their training needs. However, they have not yet addressed weaknesses in staff's practice to raise the quality of teaching and planning. Staff ensure parents have opportunities to discuss children's progress at parents' evening. The arrangements for safeguarding are effective. Leaders and staff have a good understanding of their responsibilities to protect children.

### **Quality of teaching, learning and assessment requires improvement**

The teaching methods used are mundane and children are not provided with stimulating learning experiences. Staff do not have the skills to adapt activities according to children's attention span or changing interests. Staff direct activities too much, rather than enabling children to lead their own learning. Staff engage children in lots of discussion and promote their thinking skills competently. They demonstrate how to flatten dough and use cutters. Staff allow sufficient time for children to practise these skills. They encourage children to experiment with paint and to name colours. Staff give praise appropriately and raise children's self-esteem, which helps them to continue with activities. Although staff carry out regular observations, they do not always assess children's development correctly. The next steps in learning are not always clearly identified to ensure children's levels of achievement are raised effectively.

### **Personal development, behaviour and welfare require improvement**

Inconsistencies in following some procedures means that children's welfare is not always promoted rigorously. Staff do not dispose of used gloves appropriately to ensure hygiene procedures are always followed effectively. This does not ensure children are consistently protected against infection. That said, children are happy in the nursery and grow in confidence. They are at ease during their interactions with the staff. Children learn to have regard for others as they take turns at using resources. Children's awareness of other faiths and cultures is developed as staff plan appropriate activities and provide resources to increase their understanding. Mealtimes are social occasions when staff sit with children and have discussions about favourite foods. However, they do not help children learn about the reasons for eating a good range of healthy foods. Children's safety is promoted through daily risk assessments and the effective deployment of staff.

### **Outcomes for children require improvement**

Children do not make good progress from their starting points. However, they do develop some useful skills for the future. For example, they are beginning to develop independence skills and to take some responsibility for managing aspects of their personal care needs. However, children are not yet as well prepared as possible for the next stage in learning within the nursery, or for their move to school.

## Setting details

<b>Unique reference number</b>	EY478216
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	991012
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Sara Ahmed
<b>Registered person unique reference number</b>	RP516822
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0121 444 5047

Goldilocks Day Nursery was registered in 2014. The nursery employs five members of childcare staff. All hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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