

Goldcrest Day Nursery Ltd

Mons Avenue, Billericay, Essex, CM11 2HQ



Inspection date	26 October 2016
Previous inspection date	14 November 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- All staff show a strong commitment to making improvements and ongoing staff training to provide good outcomes for children. Staff, parents and children make positive contributions towards the self-evaluation. The ongoing action plan identifies areas for improvement and staff evaluate the effectiveness of changes made.
- Parents contribute strongly to children's ongoing learning. They provide information about children's achievements at home and have an effective impact on planning for children's next steps in their learning.
- Children behave extremely well. They show care and compassion towards each other. Staff act as very positive role models to help children to learn how to cooperate and negotiate in their play through praise and positive recognition.
- Parents play a big part in helping children to understand and celebrate the differences within their local community. They share their cultural experiences with all children and staff through cooking, stories and songs.
- Babies develop good communications skills because the staff use repetition, songs and books to encourage speech, listening skills and understanding.
- Children play in a safe and secure environment. Staff are effectively deployed to provide children with the appropriate supervision to help keep them safe.

It is not yet outstanding because:

- Staff do not always use their knowledge and understanding of how each child learns best to provide further experiences and learning opportunities to help them progress even further.

What the setting needs to do to improve further

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

- enhance the staff's established knowledge and understanding of how children learn best to provide further rich, varied and imaginative experiences and learning opportunities.

Inspection activities

- We carried out this inspection as a result of a risk assessment, following a notification from the provider.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting 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 spoke to some parents during the inspection and took account of their views.

Inspector

Claire Parnell

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. The management has a good understanding of the requirements for safeguarding children. Appropriate action has been taken to notify Ofsted of a significant event and partnership work with statutory agencies helps to ensure children's welfare and safety. A recent review of safeguarding procedures promotes strong safeguarding practice. Management has successfully reviewed all staff's knowledge of what to do if they are concerned about children. All staff know the correct procedures to follow if an allegation is made or if staff have a concern about a child. Staff undergo checks to ensure their ongoing suitability to work with children.

Quality of teaching, learning and assessment is good

Staff effectively assess children's development when they start, to provide experiences that incorporate their interests and experiences. Positive observations, planning and evaluation of children's learning help to support their ongoing progress. Staff have the skills to provide support and encouragement for children in all areas of learning. Babies and toddlers receive repetition, enthusiastic hands-on engagement and positive interactions. Older children are encouraged through discussion, effective questions and demonstrations of how to experiment in their play. Children show growing levels of curiosity and intrigue. They question their peers and staff, wanting to know more. Children are gaining the skills they need for when they start school.

Personal development, behaviour and welfare are good

Children develop high levels of confidence and receive plentiful reassurance through an effective key-person system. This helps to promote children's strong sense of emotional well-being. Children develop good independence skills. Younger children are encouraged to feed themselves, exploring food with their hands and using spoons. Older children learn to serve themselves and make choices about what they want to eat. Staff provide a stimulating and interesting play environment. Children are enthusiastic to explore everywhere, showing a sense of security and safety. Staff liaise closely with other carers and local schools to support children's transitions, promoting continuity of their care and development.

Outcomes for children are good

Children are making good progress. Young children's concentration is encouraged through effective interaction from staff. Older children make decisions for themselves as to what to play with. Their imaginations flourish. They experiment and create in the mud kitchen. They use available tools to smash mud clumps into powder and transfer this to the pots to cook their meals. They use what nature provides, such as leaves and seeds, to add to their mixtures. They talk about the leaves changing and what happens to the seeds when they plant them in the vegetable plot. Staff plan further opportunities to close identified gaps in children's learning with the support from parents and other professionals. Additional funding is used well to support children's language and communication.

Setting details

Unique reference number	EY462703
Local authority	Essex
Inspection number	1075681
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	1 - 8
Total number of places	33
Number of children on roll	50
Name of registered person	Goldcrest Day Nurseries Ltd
Registered person unique reference number	RP904203
Date of previous inspection	14 November 2013
Telephone number	01277 632428

Goldcrest Day Nursery Ltd was registered in 2013. The nursery employs nine members of childcare staff. Of these, two hold appropriate early years qualifications at level 4 and four at level 3. The nursery opens Monday to Friday, all year round. Sessions are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives funding for children who qualify for the early years pupil premium.

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.

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