

Goldilocks Day Nursery

25 Institute Road, BIRMINGHAM, B14 7EG



Inspection date

27 June 2017

Previous inspection date

26 July 2016

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

- Children settle quickly and are happy and relaxed in the welcoming environment provided by the caring staff. Children behave very well and form close bonds with their key person and other staff. They make friends easily and develop good social skills. All children's needs are met and they are emotionally secure.
- The manager and providers have worked hard to make great improvements since the last inspection. They have worked closely with other early years professionals to help them meet the actions and recommendations set. There is effective self-evaluation and good vision for the future.
- Staff plan interesting and challenging activities for children. They measure their progress accurately and plan effective next steps in learning. Children make good progress and are busy and engaged in worthwhile activities that reflect their individual interests.
- There are strong partnerships with parents. Staff keep them well informed about their children's progress and ways to support learning at home. They invite parents to play alongside children and find out how they learn. Staff involve parents in activities that promote healthy eating and lifestyles to encourage good practice for children at the setting and home.

It is not yet outstanding because:

- Staff do not make consistent use of opportunities, such as when asking questions, to encourage children to think through problems and find answers for themselves.
- Staff do not make full use of opportunities to extend children's imaginations and related language skills in some imaginative play.

What the setting needs to do to improve further

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

- enrich children's thinking skills and challenge them further, providing them with more time to think about their own responses to questions
- enhance opportunities for children to use their imaginations and express their ideas, in order to help extend their language development and play.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager and the provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to several parents during the inspection and considered their views.

Inspector

Catherine Sharkey

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager, providers and staff are confident in their safeguarding knowledge and know how to report concerns about a child's welfare or allegations made against themselves. The suitability of staff is checked thoroughly and there is effective implementation of the rigorous procedures to help keep children safe. Staff work as a strong team to utilise each other's strengths and improve children's experiences. They update their knowledge and skills and pass this on to all staff so they benefit from this. This has a positive impact on the way staff plan effectively for children, recognise their needs and protect their health. The manager monitors the quality of staff practice and helps them to improve. The providers have undertaken valuable research to help them measure the quality of the provision and make improvements. This has helped to create a richer learning environment for children to explore.

Quality of teaching, learning and assessment is good

Staff monitor children's progress regularly to help identify any gaps in their learning. Staff know children well and plan for their individual interests and needs. They make regular observations of children as they play, and use this information to plan focused activities that build on each child's learning. Staff establish clear starting points for children's learning. They prepare children well for the next stages in their learning and for school. Staff teach children to use mathematical language and to identify colours. For example, they ask children if they would like a big green piece of wool for their collage, or a small piece of tissue paper. Children then ask for big or small pieces and state which colours they would like. Staff help children to identify their name cards when they arrive.

Personal development, behaviour and welfare are good

Staff practice good hygiene and teach children about the importance of this. They ensure children wash their hands properly before they eat and after messy play. Staff explain to children why certain foods are healthy and the benefits of these. They all enjoy cutting up vegetables for their lunch. Staff engage children in conversation about their favourite foods and the names of the different vegetables. For example, they encourage children to try unfamiliar ones and they eat with children at meal and snack times, so children see staff eating the same foods. Children enjoy trying new foods and to learn to manage their cutlery independently. Children take part in daily exercise and develop their physical skills well. They develop good self-esteem and staff value their ideas.

Outcomes for children are good

Children develop good skills in their self-care. For example, they pour their own drinks and put their shoes on to play outside. They learn the skills they need in preparation for school. Children communicate their ideas and needs well to staff and are confident in their exploration of the toys and resources. Toddlers show excitement as they feel the textures of paint and glue on their hands. They enjoy creating colourful collages. Older children manoeuvre wheeled toys with confidence and they learn to recognise letters and sounds. Children count and learn mathematical skills well.

Setting details

Unique reference number	EY478216
Local authority	Birmingham
Inspection number	1061037
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	54
Number of children on roll	27
Name of registered person	Sara Ahmed
Registered person unique reference number	RP516822
Date of previous inspection	26 July 2016
Telephone number	0121 444 5047

Goldilocks Day Nursery registered in 2014. The provider employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 and one holds level 6. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

