

Goldsmiths College Nursery

Goldsmiths College, Lewisham Way, New Cross, London, SE14 6NW



Inspection date	12 December 2017
Previous inspection date	2 June 2015

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

- Staff are nurturing and caring and build strong relationships with children, who settle very well. They value each child as an individual and respond readily to their individual emotional needs.
- Staff provide a good variety of interesting and stimulating activities based on all areas of learning. They use assessment information carefully and plan effectively to ensure that children have suitable challenges. Children make good progress.
- Staff support children's understanding of the natural world very well. For example, children plant seeds and watch them grow and staff teach them about the life cycle of frogs.
- Staff manage children's behaviour successfully. For instance, they share group rules and children know what is expected of them. Children behave well.
- The manager and staff build effective partnerships with parents. For example, they suggest ways parents can support their children at home and give them regular updates on their children's progress.

It is not yet outstanding because:

- At times, toddlers and pre-school-aged children have to wait too long for their meals, which sometimes leads to frustration.
- Staff do not consistently make the most of opportunities to increase children's understanding and use of technology.

What the setting needs to do to improve further

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

- review and improve the organisation of lunchtimes to ensure that toddlers and pre-school-aged children do not have to wait too long for their meals
- make the most of opportunities to help children to learn about and to use technology.

Inspection activities

- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the interaction between staff and children and spoke with children when appropriate.
- The inspector tracked the progress of several children.
- The inspector looked at some documentation and held a discussion with the manager.
- The inspector spoke to parents and staff and considered their views.

Inspector

Jennifer Beckles

Inspection findings

Effectiveness of the leadership and management is good

The manager evaluates the nursery well and has set relevant goals to build ongoing improvement. She helps to ensure good quality of care and learning, for example, by spending time in playrooms to monitor planning and assessment and observe staff. The manager gives good feedback to staff to help improve practice. A comprehensive tracking system is in place from which staff readily identify and support any children who require additional attention. The manager supports staff effectively. For instance, she carries out regular appraisals to identify staff training needs. Staff have attended courses, such as how to set up enabling environments which led to great improvements in this area. Safeguarding is effective. Staff are aware of the possible indicators of concern and know the procedures to follow to keep children safe. Risk assessments are robust and help to protect children from harm. The manager carries out comprehensive background checks on staff to ensure their suitability.

Quality of teaching, learning and assessment is good

Staff teach children good early literacy skills. For instance, children learn about letters and sounds, recognise their names and some are able to write them. Older children enjoy learning about the world around them. For example, they create their own stories during imaginary play, and staff support their language development well. The outdoor area is vast and very well designed. Children learn to balance, throw and catch and to negotiate space while riding on wheeled toys. Staff provide good outdoor activities to support learning in different areas, such as a nature garden where children learn about mini-beasts and the natural world. They enjoy playing imaginatively and cooperatively in the mud kitchen.

Personal development, behaviour and welfare are good

Children are confident and motivated to learn. They gain good independence skills, such as dressing themselves and serving their own lunch. Staff teach children how to behave safely. For instance, children use the stairs with care and caution and staff discuss road safety routines with them. Staff provide children with good healthy routines, such as nutritional meals and daily physical development opportunities.

Outcomes for children are good

Children take turns and share well. They respect themselves and each other. Children have good counting skills, know shape names and use mathematical language effectively. They are articulate and confident communicators. Children learn valuable skills to support their future learning.

Setting details

Unique reference number	129022
Local authority	Lewisham
Inspection number	1089393
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	25
Number of children on roll	37
Name of registered person	Goldsmiths' College
Registered person unique reference number	RP902264
Date of previous inspection	2 June 2015
Telephone number	020 7919 7111

Goldsmiths College Nursery registered in 1991. The nursery is located in New Cross, in the college grounds in the London Borough of Lewisham. The nursery is open Monday to Friday from 8.30am to 5.30pm for 43 weeks of the year. The provider is in receipt of funding for the provision of free early education to children aged three and four years. There are 10 members of staff, including the manager, all of whom hold relevant childcare qualifications. The manager and deputy hold early years professional status, one staff member has a degree in early years, six staff hold level 3 qualifications in early years and one staff member holds a level 2 qualification in early years.

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