

Goldington Community Nursery

28-30 Meadway, BEDFORD, MK41 9HU



Inspection date

27 June 2018

Previous inspection date

25 August 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

- The leadership team works extremely well with other professionals to ensure that children and families who need specialist support and advice receive the help they need.
- The manager works well with professionals and trainers to make improvements. For example, following training all staff now expertly promote children's communication and language skills. Staff make very good use of conversation in every activity. They vary questions to extend children's understanding and give them time to work their ideas through.
- Each child has a key person who regularly checks their progress, and makes plans to meet their individual needs. All children make good progress, including those who have special educational needs and/or disabilities.
- Children of all ages are motivated to become independent and self-reliant. They experience a broad range of physical activities. Children learn different ways to keep their balance and show great confidence in using a range of equipment and apparatus.
- Children form close relationships with staff, including their key person, and from a young age learn how to build friendships with one another. Behaviour is very good.

It is not yet outstanding because:

- There are few opportunities for parents to be more involved, for example, in helping to pinpoint children's learning and development needs.
- Staff do not consistently challenge and extend children's learning to help them make rapid progress in all areas, for example, in mathematics.

What the setting needs to do to improve further

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

- strengthen opportunities for parents to be more involved, for example, in helping to pinpoint children's learning and development needs
- provide further challenge to help extend children's learning and raise achievements to outstanding levels, for example, in mathematics.

Inspection activities

- The inspector observed activities in the indoor play areas and the outdoor learning environment. She conducted a joint observation with the manager.
- The inspector held meetings with the manager and the chief executive officer of Families First Bedfordshire. The inspector spoke with staff and children throughout the inspection when appropriate.
- The inspector looked at a range of documentation, such as children's assessment and planning documentation, and the setting's risk assessment and safety records.
- The inspector checked evidence of self-evaluation, and the suitability and qualifications of staff working within the nursery.
- The inspector spoke with a selection of parents during the inspection and took account of their views. She also looked at some written reviews.

Inspector

Liz Kissane

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. All staff understand their responsibilities in relation to child protection issues. They fully understand the importance of responding appropriately to any possible signs of abuse. They know how to report to the relevant professionals. All staff are vetted closely for their suitability to work with children. The manager uses observations and supervisions to target continuous professional development. All staff feel highly valued and work well as a team. They contribute ideas to help increase the range of children's activities. As part of their astute self-evaluation, staff have improved the outdoor learning space by creating a wildlife area. Here staff encourage children to be curious, for example, when hunting for bugs. Children observe various small creatures closely and identify their characteristic features.

Quality of teaching, learning and assessment is good

Staff establish children's abilities and development needs when they first join the nursery. They adjust their teaching to meet children's needs and know whether to correct, repeat or extend children's language. Staff act out songs and rhymes with the children to introduce new words and reinforce understanding. They ask searching questions and children become inquisitive. For example, children explore different ways to vary the flow of water to an outside trough. They test vehicle performance in muddy terrains. Children develop skills in manipulating and exploring objects. For example, they enjoy handling dough to make cakes of different shapes and sizes. The nursery provides a variety of good-quality resources to help support children towards writing.

Personal development, behaviour and welfare are good

Parents correctly acknowledge staff's attitudes towards children as a strength. Staff play with the children and give them regular and meaningful praise. Children feel good about themselves and even the youngest gain confidence very quickly. Staff encourage children to share their findings and achievements with each other. For example, children join in with dance sequences that one child has learned separately. Staff help children to share their feelings. For example, they create messages for special people in their lives and say them loudly through megaphones. Children enjoy healthy snacks and lunches. They count the plates and beakers when the table is set for lunch. Staff support children to be aware of their own safety at all times.

Outcomes for children are good

Children are well prepared for the next stage in their education. They concentrate for sustained periods of time and become keen learners. Children gain literacy and mathematical skills. For example, they learn how to handle and enjoy books. Children begin to identify letters in their names and the sounds letters make.

Setting details

Unique reference number	219214
Local authority	Bedford Borough
Inspection number	1127467
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	2 - 5
Total number of places	60
Number of children on roll	81
Name of registered person	Families First Bedfordshire
Registered person unique reference number	RP903362
Date of previous inspection	25 August 2015
Telephone number	01234 352202

Goldington Community Nursery registered in 2003. It is located next to Goldington Family Centre in Bedford. The nursery opens Monday to Friday for most of the year. Sessions are from 8am to midday and from midday to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. It employs 10 early years staff, nine of whom hold appropriate early years qualifications, including two at level 6.

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