

# Good as Gold Child Care Centre



Gaghills House, Gaghills Road, Rossendale, Lancashire BB4 9BB

<b>Inspection date</b>	16 January 2019
Previous inspection date	12 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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's welfare is a high priority in the setting. The close bonds they have with their key person and the good relationships with all staff help children to settle quickly.
- Staff skilfully adapt activities so that all age ranges of children taking part can extend their learning. For example, younger children count objects and older children match the quantity of objects to the correct numeral.
- Partnerships with parents are strong. Staff include parents in all aspects of their child's care and learning, for example through regular discussions and notifications on their child's electronic learning journey.
- Children with special educational needs and/or disabilities are particularly well catered for. Staff closely monitor children's progress to identify any areas of concern and swiftly put intervention in place to close gaps in learning.
- Staff promote good hygiene practices and their regular risk assessments help children to stay healthy and feel secure.
- Staff have not yet fully embedded the new planning system to provide even more creative opportunities in order to extend children's learning.
- The manager's systems already in place for monitoring the quality of teaching, so all staff can raise their teaching skills to the highest level, need further development.

## What the setting needs to do to improve further

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

- continue to embed the new planning system so all staff provide even more creative opportunities for children to extend their learning
- develop further the systems for monitoring the quality of teaching so all staff can raise their teaching skills to the highest level.

### Inspection activities

- The inspector held a number of meetings with the manager to assess the quality of leadership.
- The inspector conducted a joint observation with the manager to observe the standard of teaching and learning.
- The inspector observed the teaching and care practices of staff.
- The inspector analysed relevant documentation, including evidence of staff qualifications and the suitability of staff to work with children.
- The inspector spoke to several parents and noted their comments.

**Inspector**  
Helen Heap

## Inspection findings

### Effectiveness of leadership and management is good

Staff provide a clean, bright, welcoming, well-resourced and well-organised setting. The manager's continuous and thorough self-evaluations of the setting help to maintain a quality environment. Staff are highly qualified. The manager's robust inductions and checks are completed for new staff, which helps to ensure they are up to date with current legislation. Safeguarding is effective. Staff attend extensive training in this area. They know the signs and symptoms of abuse to look out for to keep children safe from harm, and who to report these to should they have any causes for concern.

### Quality of teaching, learning and assessment is good

Staff talk to children with respect and understanding at all times. They are fully aware of each child's needs and age and stage of development, and tailor activities appropriately. Staff introduce activities well and provide a good narrative throughout so children know what is happening. They ask lots of different questions to check what children are learning. Babies enjoy playing in the water and building with blocks. Toddlers enjoy mark making and listening to stories. Pre-school children enjoy playing with small-world toys, learning about winter and developing their mathematical skills through sorting and sequencing.

### Personal development, behaviour and welfare are good

Children's behaviour is good. Staff skilfully engage them in a range of educational activities. For example, staff use trips to the park to develop children's physical skills and trips to the local shops to extend their vocabulary and mathematical knowledge. Staff promote diversity particularly well in the setting. Children take part in the annual nativity play and learn about Eid and Chinese New Year. This helps them to respect themselves and others. The staff actively help children to adopt a healthy lifestyle by eating home-cooked food, such as pasta, ham and vegetables. They encourage children to drink fresh water daily and provide children with regular access to the outdoors. Children are encouraged to rest when they feel tired.

### Outcomes for children are good

Children make good progress from their starting points. They quickly learn life skills, such as sharing, turn taking and independence. They willingly share toys during free play, wait their turn during activities, serve their own food at mealtimes and put their coats on to play outside. Children are being well prepared for the next stage in their learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	309630
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10064126
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	73
<b>Name of registered person</b>	Good as Gold Child Care Centre Partnership
<b>Registered person unique reference number</b>	RP523974
<b>Date of previous inspection</b>	12 August 2015
<b>Telephone number</b>	01706 216763

Good as Gold Child Care Centre registered in 1996 and is owned by a partnership. The nursery employs 15 members of childcare staff. Of these, one holds early years teacher status and 14 hold appropriate early years qualifications at level 3. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. It provides funded early education for two-, three- and four-year-old children.

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