

# Inspection of Goslings Day Nursery

Goslings Nursery, 106 Evelina Road, London SE15 3HL

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Inspection date: 3 October 2019

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show high levels of emotional security and well-being. They are happy and have very strong bonds with the caring and attentive staff. Children benefit from a broad range of interesting and enriching activities and experiences. Staff have high expectations for children and effectively boost children's confidence as they play and learn. This is evident when children participate in highly engaging music lessons with a teacher who plays the guitar. Together, they sing songs from around the world, dance and experiment with different instruments. Young babies delight when singing action songs and reading familiar stories, and their emerging language development is promoted extremely well. Older children show high levels of enjoyment as they dig and explore vegetables and herbs outdoors in the mud kitchen. Staff skilfully support children's learning about healthy eating and how vegetables grow. Children are highly motivated and inquisitive learners. They behave extremely well and their efforts and achievements are frequently recognised by the staff. Although children have excellent opportunities to learn across all areas of learning indoors, the programme of activities outdoors does not offer the same level of opportunity across all areas of the curriculum. Furthermore, although the quality of teaching is consistently good, professional development for staff is not fully maximised to raise the quality of teaching to the highest level.

## **What does the early years setting do well and what does it need to do better?**

- Staff provide high-quality care and education for children. They are knowledgeable and effectively support children's interest in learning and help them to develop new knowledge and skills. Children make good progress in their development and enjoy joining in.
- Children, parents and staff regularly enjoy day trips out together to places of interest. For instance, they visit a range of museums and art galleries, an animal reserve and the seaside. This provides children with very good opportunities to learn through first-hand experiences and develop a strong awareness of the world around them.
- Staff are kind and attuned to individual children's needs. They are very good role models and approach new experiences with energy and enthusiasm. They model new language and offer explanations about new concepts. They make learning extremely exciting and fun.
- Partnerships with parents are highly effective. Parents express high levels of satisfaction. They talk about good communication and feeling involved and regularly updated about their children's progress.
- Children have good opportunities to learn about their similarities and differences. For instance, staff regularly teach children about different cultures, music and food from around the world. This helps children to develop a positive view of themselves and others.

- The nursery is currently going through a period of change at leadership level. Despite this, staff and parents talk about good levels of continuity for the children, and staff say that they feel well supported in their role.
- Children are encouraged to adopt healthy lifestyles. This is evident when staff make good use of mealtimes, where nutritious food is served, to talk about the importance of healthy eating. Children also have daily opportunities to be active. For instance, they dance, do obstacle courses and visit local parks, which helps to develop their physical skills.
- Staff interact with children in a highly respectful and caring manner. They frequently give children encouragement and praise. Children show high levels of self-esteem and confidence. They are polite and considerate towards each other.
- Parents', staff's and children's views are listened to well. Leaders are motivated and committed to evaluating the experiences of children and families and to continuing to make improvements to further enhance outcomes for children.
- Overall, children's learning and development are well fostered and challenged. However, the outdoor area is not carefully enough planned to incorporate opportunities to learn across all areas of curriculum for children who learn best outdoors.
- Staff have a thorough induction when they join and complete mandatory training such as first aid and safeguarding. However, opportunities for a broader range of professional development are not fully embedded and promoted to help to raise teaching to the very highest level.

## Safeguarding

The arrangements for safeguarding are effective.

There are thorough recruitment and vetting procedures in place to help to ensure the suitability of all staff working with children. In addition, risk assessment is given high priority and staff carry out opening and closing checks to help to identify any potential hazards to children. Staff have a clear understanding of their responsibility to keep children safe. For instance, they know how to recognise any changes in children that may indicate concerns about their welfare. They also understand how to report their concerns to gain professional support to help to protect children's overall well-being.

## What does the setting need to do to improve?

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

- enhance opportunities for children to engage in a wider range of activities outdoors to promote their overall learning
- build on the programme of professional development for staff to raise the quality of teaching to an even higher level.

## Setting details

<b>Unique reference number</b>	EY548170
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10109359
<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 to 4
<b>Total number of places</b>	33
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Crystal Nursery (UK) Limited
<b>Registered person unique reference number</b>	RP547143
<b>Telephone number</b>	02076395261
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Goslings Day Nursery re-registered under Crystal Nursery (UK) Limited in 2017. It is located in Nunhead, in the London Borough of Southwark. The nursery is open each weekday from 7.30am to 6pm, all year round apart from one week in August and public bank holidays. There are nine staff, all of whom hold appropriate early years qualifications ranging from level 6 to level 2. The nursery accepts funding for children aged two, three and four years.

## Information about this inspection

**Inspector**  
Amy Mckenzie

## Inspection activities

- The inspector and manager completed a learning walk together. This provided a good overview of the provision and its intentions to provide good-quality education.
- The inspector observed a range of learning experiences for children and assessed their impact on children's learning.
- The inspector spoke to a number of parents and considered their views.
- The manager and the inspector conducted a joint observation of the quality of teaching.
- The inspector viewed a range of essential documentation, such as staff suitability checks and training certificates.

We carried out this inspection 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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