

# Inspection of Little Goldies Nursery

Golders Green Synagogue, 41 Dunstan Road, London NW11 8AE

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Inspection date: 16 January 2020

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<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**

This setting has a community feel, and children and families have a strong sense of belonging. Children in this setting are happy and secure. Children who have just started have settled securely due to positive relationships with key people being established from the beginning of their nursery journey. The nursery room is well laid out and children have free access to a range of resources and activities which engage their interest for sustained periods of time. Children are enthusiastic learners who are eager to take part in different experiences. They are confident to share their ideas and interests with others and regularly bring items they have created to show staff, who respond with praise. Children are encouraged to be independent in self-care, with even the youngest children being taught how to wash their hands correctly using songs and actions. Staff have high expectations of all children, including those with special educational needs. Children understand the rules and boundaries of the setting. Should staff need to remind children of these, they do so in ways that allow children to begin to develop their own ability to negotiate conflict. Parents are happy with communication at the nursery and parent partnership is strong.

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

- Staff work closely together to develop a curriculum which is based on children's individual needs and their interests. There is a strong key-person approach and staff understand how to build on children's learning to help them achieve their next steps. Staff can identify gaps in children knowledge and use planning to ensure activities are appropriate for each child's stage of development.
- Staff model language well to children, introducing new concepts and ideas to build on their existing knowledge. For example, during a sand activity staff introduce words to children such as 'tickly' to describe how the sand feels beneath their fingers. Staff use stories and songs creatively throughout the day.
- Staff promote mathematical knowledge through a series of engaging activities. Numbers are stuck on the 30 stairs leading up to the nursery. This enables children to count on their way up and down, and builds on their number recognition. Shape and colour are developed through small-group focus activities. Children use peg boards to make patterns and proudly show staff what they have made.
- Hygiene practices are well met. Children wash their hands after using the bathroom and before meals. Children are encouraged to cough into their hands to avoid spreading germs.
- Children and staff show mutual care and respect for each other. Children settling stay close to key people and staff sing and soothe children in their home language as well as English. Children show concern for each other. For example, when children cough, other children ask if they are unwell. Staff ask children for

permission to help them with care tasks such as helping to wipe their nose.

- Staff work well with outside agencies to support children with additional needs. The nursery benefits from termly visits from an advisory teacher. These visits enable leaders and staff to build on teaching practices through sharing ideas.
- Leaders understand the pressures on staff. New tracking systems for recording children's learning mean staff can spend their time focused on the children. Regular appraisals and supervisions mean that leaders support staff's well-being. Staff are encouraged to regularly access online training via an online learning service. Weekly staff meetings give staff an opportunity to come together as a team and discuss any concerns.
- Children come together at snack time, and older children show consideration for younger children as they pour their drinks. Sometimes, staff do not organise snack time well, resulting in children becoming unsettled by not being able to access food easily.

## **Safeguarding**

The arrangements for safeguarding are effective.

Security guards monitor all visitors at the entrance to the setting. Leaders follow procedures to ensure practitioners are suitable to work with children. All staff have attended safeguarding and paediatric first-aid courses. The manager and staff have a good understanding of child protection issues. Staff are aware of procedures to follow if they have any concerns regarding a child or a member of staff. Staff can identify the main signs of abuse. Staff are aware of the 'Prevent' duty and they promote British values. Children are encouraged to develop a responsible attitude towards risk and danger. For example, children are taught that they must not walk on books as they could slip and fall. Risk assessments are carried out to ensure children are kept safe both on the premises and while on outings.

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

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

- improve the organisation of snack time to ensure all children are adequately supported and their individual needs are met.

## Setting details

<b>Unique reference number</b>	EY549048
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10104072
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	28
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	United Synagogue
<b>Registered person unique reference number</b>	RP910804
<b>Telephone number</b>	07764684460
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Goldies Nursery registered in 2017. The nursery operates from a Synagogue in Golders Green, in the London Borough of Barnet. It is open on Monday to Thursday from 8am to 3pm and on Friday from 8am to 12.30pm. The nursery is open term time only. There are five members of staff, including the nursery manager. Two members of staff hold a relevant early years qualification at level 4 and three members of staff hold a relevant early years qualification at level 3. The nursery currently offers 15 hours early education funding for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Natalie OLeary

## Inspection activities

- The inspector completed a learning walk with the manager to discuss the curriculum provided.
- The inspector conducted a joint observation with the manager.
- The inspector sampled relevant documents, including children's files and staff's files.
- The inspector observed children at play throughout the day and at snack time to observe the quality of teaching and observation.
- The inspector held a meeting with the manager to discuss the leadership and management of the nursery.
- The inspector took into consideration the views of parents and children.

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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