

# Inspection of Goldilocks Day Nursery

25 Institute Road, Birmingham B14 7EG

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Inspection date: 3 August 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Inadequate
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## What is it like to attend this early years setting?

### The provision is good

Children are happy, safe and secure. They have good bonds with staff and eagerly involve adults in their play. Children confidently make decisions about what they want to play with and learn. For example, they decide they need to water the plants and later announce that they want to build a house. They gain a sense of responsibility and recreate familiar roles and experiences through their play.

Children develop a wide range of useful skills that help them to gain a secure foundation for their future learning and school. They are motivated and inquisitive learners. For example, children are interested in finding out how tall they are. They know they can stand next to a wall and mark off their height. This leads to an interesting discussion about who is the tallest and shortest. They make predictions and use mathematical language well to discuss their ideas.

Children gain good levels of independence and are keen to manage everyday tasks for themselves. This includes helping to prepare snacks and meals, and managing their personal care routines. They learn about good hygiene routines and about making healthy choices. Children know what they can do to help stop the spread of germs. They explain that their favourite section in the supermarket is the fruit and vegetable aisle because it is healthy.

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

- The provider, who is also the manager, has developed an effective self-evaluation and has worked with staff to successfully address the actions raised at the last inspection. Together, they have improved the quality of education for children attending the setting. The provider has a clear vision for the future. She monitors the quality of children's education closely and identifies where further improvements can be made. She ensures that staff follow good hygiene routines to support children's health.
- The provider supports staff well with their ongoing professional development. This has had a positive impact on the quality of teaching and children's learning. For example, recent training has helped the provider and staff to review and improve how they support children's good health, in particular making healthy food choices.
- Teaching is good and staff have a strong knowledge of child development. They plan a range of interesting activities, that supports children's specific learning needs and interest well. For example, when children say they cannot read if they cannot see, staff plan a learning experience to help children to explore how people who are visually impaired can read books. Children learn how they can use their fingers to trace the outline of shapes and how words are written in Braille. This helps them to learn about the different needs of people in the

community. However, staff do not always identify when they need to adapt their teaching to help children deepen their understanding in areas of learning where their knowledge is less secure.

- Overall, staff support children's literacy skills well. Children enjoy sharing books with adults. They experiment with mark making and are learning to read and write their names. However, staff overlook some opportunities to offer children even greater challenge to extend their early literacy skills and knowledge.
- Staff have a detailed knowledge of each child. They know what they want children to learn in the long term and use their observations and assessments of children well to inform planning. This includes sharing the two-year-old progress checks with parents and other professionals. They identified where children needed additional support as a result of the COVID-19 (coronavirus) pandemic. They planned specific activities to successfully help children to catch up in their learning, particularly in communication and language.
- Children behave well and staff have high expectations of them. Children listen attentively and follow instructions to help to stay safe on a visit to the shops.
- Staff support children's emotional development well. They effectively prepare children for changes in their lives, such as having a new baby at home and their move to school.
- Staff work closely with parents and have effective systems in place to have discussions about children's achievements at home and at the nursery. This helps to provide continuity and supports their continued learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff undertake careful risk assessments to check that the areas of the nursery used by children are safe. The provider follows robust recruitment procedures to ensure staff suitability and has effective procedures for managing visitors to the nursery, to keep children safe. The provider and staff have a good understanding of how to protect children and understand the procedures to follow if they identify any concerns about a child's welfare. The provider has effective procedures to follow in the event of allegations being made about a member of staff. Staff know how to report concerns about the conduct of a colleague.

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

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

- help staff recognise when to adjust teaching to offer further guidance to correct children's misunderstandings and support their learning even further
- identify further opportunities to extend the learning for children in literacy to offer them even greater challenge.

## Setting details

<b>Unique reference number</b>	EY478216
<b>Local authority</b>	Birmingham
<b>Inspection number</b>	10116565
<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 at time of inspection</b>	4 to 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	1
<b>Name of registered person</b>	Ahmed, Sara
<b>Registered person unique reference number</b>	RP516822
<b>Telephone number</b>	0121 444 5047
<b>Date of previous inspection</b>	5 July 2019

## Information about this early years setting

Goldilocks Day Nursery registered in 2014. The nursery employs three members of childcare staff. Of these, two hold appropriate early years qualifications at level 3 and one holds level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery receives funding to provide free early education for four-year-old children.

## Information about this inspection

### Inspector

Anne Dyoss

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in her evaluation of the setting.
- The manager and the inspector completed a learning walk together. The inspector observed teaching practices and considered the impact these have on children's learning.
- The inspector held discussions with the leaders, staff, children and parents.
- The inspector sampled some of the setting's documentation, including the safeguarding policy and procedures.

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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