

Inspection of Little Goldies Nursery

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

Inspection date: 10 January 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Arrangements for the leadership and management of the setting are not safe. The provider does not have an adequate understanding of the roles and responsibilities that they are accountable for. This places children at risk of harm.

The provider has not taken appropriate or effective action to address known safeguarding concerns. Safeguarding procedures have not been followed. This seriously compromises the welfare and safety of children.

Leaders and staff do not use risk assessments effectively to identify possible risks to children. This means children's safety is not assured. For example, on occasion, staff leave the door to the main room of the setting ajar. This places children at risk of leaving the room unaccompanied and being near the stairs unsupervised.

The key-person system is not yet effective. In general, the key person is able to explain what children know and what they need to know next in their learning. However, staff do not always plan activities to teach children these next steps. This means that children do not make good progress.

Children generally behave well. They play well with each other. However, the quality of the curriculum is not good enough. Staff do not plan activities with a clear purpose. Some children drift between activities and do not focus on one thing. Therefore, children are not well prepared for the next stage of their learning, such as school.

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

- Leaders have a programme of training in place to support the professional development of staff. They also carry out individual supervision meetings with staff. However, leaders do not use these meetings to address weaker or unsafe practice. This means that staff are not able to successfully fulfil the requirements of their role.
- Leaders do not provide effective support to help staff improve their teaching skills. Therefore, some staff do not have the necessary skills to deliver the curriculum to a high standard.
- Leaders do not have an effective system for recording accidents, injuries or incidents of sickness. They do not consistently report these incidents to parents. This means that parents cannot monitor their children's well-being after any incidents. This puts children at risk of harm.
- Children's health is not well supported as some hygiene practices are poor. For example, the beds and bedding that children use are left out all day. As a result, children are able to access their own and other children's beds as they play. This

means there is a risk to children of cross-contamination.

- Some parents speak highly of the warmth of the staff. However, other parents have expressed concerns about some aspects of communication within the nursery. Leaders do not make sure that parents know how to report any complaints or concerns. They do not make it clear to parents how to escalate their concerns if they feel they are not addressed well.
- Teaching within the nursery is variable. There are some examples of effective teaching, such as when a member of staff reads 'the Very Hungry Caterpillar' to the children. They use this book to teach children new vocabulary, such as 'cocoon'. There are other examples where teaching is weaker. On these occasions, staff do not show a good understanding of how young children learn. They do not interact with children in a way which develops their communication and language skills. This means that children do not make good progress.
- Staff plan some activities to support and develop children's physical development. Children enjoy climbing up and down the stairs and rolling balls between each other. They giggle as staff play running games with them, such as hide and seek. Children push, squeeze and pull play dough. This helps them to strengthen the muscles in their hands.
- Most children are confident and happily express their views and ideas. They engage in conversations with each other, demonstrating effective communication skills. Children work together and are kind and caring towards each other. For example, when children find a puzzle difficult, other children offer them support. They work together to complete the puzzle.
- Children speak a variety of languages. Some staff support children well by communicating with them in their home language where appropriate. This supports their development of both their home language and English.

Safeguarding

The arrangements for safeguarding are not effective.

Staff receive regular safeguarding training. Safeguarding information is also clearly displayed within the setting. However, staff are unable to clearly explain processes to follow if allegations are made. Staff understand the signs and symptoms of abuse and the processes to follow if they have concerns about a child. They are unable to apply this knowledge to scenarios. Leaders fail to act quickly to notify statutory agencies of any allegations. This compromises the safety and welfare of children at the setting. Furthermore, leaders do not follow the setting's own policies to protect children. For example, leaders use their personal mobile phone within the setting. This puts children at risk of harm.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
ensure that the nominated individual gains an effective knowledge and understanding of the early years foundation stage requirements	28/01/2022
train the designated safeguarding leads to understand and implement the safeguarding policy and procedures, including notifying agencies with statutory responsibilities without delay	28/01/2022
train staff to understand and implement the safeguarding policy and procedures	28/01/2022
put effective arrangements in place to support, coach and train staff to enable them to fulfil the requirements of their role	28/01/2022
ensure that leaders and managers gain a knowledge and understanding of the requirements for when a notification must be made to Ofsted	28/01/2022
ensure that safe sleeping arrangements are in place	28/01/2022
improve the accident/incident procedures to ensure parents are informed on the same day or as soon as reasonably practical after any accident or incident	28/01/2022
promote the good health of children and make sure the premises are clean and hygienic, particularly the areas in which children sleep	28/01/2022
ensure effective risk assessment systems are in place to identify and remove or minimise risks	28/01/2022

<p>ensure that parents understand how to raise any complaints or concerns about the nursery. Ensure that these complaints and concerns are then recorded and addressed appropriately.</p>	<p>28/01/2022</p>
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To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
<p>provide effective supervision to support, coach and train staff, to ensure that all staff have the necessary skills to teach children well.</p>	<p>31/03/2022</p>

Setting details

Unique reference number	EY549048
Local authority	Barnet
Inspection number	10218537
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	28
Number of children on roll	26
Name of registered person	United Synagogue
Registered person unique reference number	RP910804
Telephone number	07764684460
Date of previous inspection	16 January 2020

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 Monday to Thursday from 8am to 3pm, and on Friday from 8am to 12.30pm, during term time only. There are five members of staff, including the nursery manager. Of these, two hold a relevant early years qualification at level 4 and three hold level 3. The nursery currently offers 15 hours early education funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Gordon

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together and discussed the curriculum.
- The inspector carried out a joint observation of an activity with the deputy manager.
- Children spoke to the inspector about what they enjoy doing within the setting.
- The inspector observed the interactions between staff and children.
- The inspector had discussions with staff and parents, and took their views into account.
- The inspector held discussions with leaders about nursery practices and procedures.
- This inspection was carried out following Ofsted's risk assessment process.

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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