

# Inspection of Goldcrest Day Nursery Ltd

Mons Avenue, Billericay, Essex CM11 2HQ

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Inspection date:

24 August 2022

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous  
inspection

Good

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

### **The provision requires improvement**

There are inconsistencies in the quality of teaching. Children are not always challenged to extend their learning or able to explore the environment and resources in their own way. Children are keen to take part in activities but quickly lose interest and move on when their learning is not supported and enhanced by high quality interactions. Staff occasionally have unrealistic expectations of children's developmental stages.

The nursery is a welcoming and safe place for children, who enter the setting happy and settle quickly. The children have secure bonds with the staff. Their needs are well met as staff have effective methods of seeking information from parents. The children are eager to tell the staff about their home life. For example, the staff and children join in a discussion over lunchtime about parents' professions. Children confidently seek out an adult if they need support and are happy to chat and interact with visitors to the setting.

Children enjoy sharing stories with the staff in cosy areas, and puppets are used to enhance these experiences. Children sing songs with staff, who encourage them to join in with the actions. They spontaneously sing to themselves while playing in the garden.

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

- Staff plan activities linked to children's interests. For example, when children find bugs in the garden, staff provide a bug hunting activity indoors. However, staff do not always consider the individual needs and developmental stages of the children. They do not always ensure experiences are challenging for all children and extend their current knowledge.
- Staff do not always recognise the value of allowing children to guide their own learning. For example, they prevent children from moving chosen resources from one area of the garden to another. Therefore, there is limited opportunity for children to lead their own play and explore the resources and environment freely.
- Children generally behave well and are kind to each other. However, some staff do not help younger children understand what might happen next if they behave in a certain way. As a result, children do not always understand the potential impact of their behaviour. Occasionally, staff expectations of children's behaviour are unrealistic. For example, staff roll balls along the floor indoors and expect young toddlers not to run after them.
- The provider has a clear and ambitious vision for the future of the setting. Staff and parents are keen to discuss the positive changes that have been made to the setting, for example improvements to the outdoor provision. The provider

identifies areas for improvement in staff practice. However, her arrangements for the supervision and coaching of staff are not yet effective in raising the quality of teaching to a consistently good level.

- There is a strong partnership with parents that promotes the continuity of care and learning between the home and the setting. Staff meet with parents regularly so they can share relevant information about the children. Parents are provided with advice regarding how they can support their child's learning at home. Parents feel their whole family is supported and valued by the setting.
- Staff help the children develop their personal, social, and emotional skills they require for the transition to school. They identify any gaps in children's knowledge and plan focused activities to narrow any gaps before the children move on.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and staff team understand their responsibilities with regards to safeguarding and protecting children. They know how to identify the possible signs and symptoms that may indicate a child is at risk of harm. They are clear about the procedure to follow if they have a concern about a child and in the event of an allegation against an adult. Robust recruitment checks are in place to ensure all staff are suitable, including agency staff.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure staff consider the individual needs and development of each child in their care and use this to plan a challenging and enjoyable learning experience for each child	23/09/2022
ensure staff guide children's learning through warm, positive interactions that allow children to lead their own play and explore freely	23/09/2022
ensure that the supervision and monitoring of staff practice is effective in providing coaching and guidance to raise the quality of teaching to a consistently good level.	23/09/2022

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

- develop staff's understanding of age-appropriate behaviour and ensure strategies are understood and applied consistently.

## Setting details

<b>Unique reference number</b>	EY462703
<b>Local authority</b>	Essex
<b>Inspection number</b>	10236182
<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 at time of inspection</b>	0 to 8
<b>Total number of places</b>	33
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Goldcrest Day Nurseries Ltd
<b>Registered person unique reference number</b>	RP904203
<b>Telephone number</b>	01277 632428
<b>Date of previous inspection</b>	26 October 2016

## Information about this early years setting

Goldcrest Day Nursery Ltd was registered in 2013. The nursery employs eight members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday, all year round. Sessions are from 7.15am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery receives funding for children who qualify for early years pupil premium.

## Information about this inspection

### Inspector

Lyndsey Barwick

## Inspection activities

- This was the first routine inspection the provider 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 provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observations of a group activity with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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