

# Inspection of Goldilocks Nursery

Murston Hall, Church Road, Murston, Sittingbourne ME10 3RU

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Inspection date: 13 December 2022

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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**

Children very much enjoy coming to this friendly and welcoming setting. They are motivated in their learning and quickly become involved in purposeful play experiences. Children are encouraged to cooperate well together. They take turns and share resources with the support of adults. Consequently, children show respect for each other and the staff who look after them. Children are independent in skills such as serving their own food and washing their own hands. From a very young age, they learn to pour their own drinks and cut their own snacks. This means that when they reach the pre-school stage, these skills are already embedded.

Staff know the children as unique individuals and enhance children's learning on a regular basis. They provide a rich and varied curriculum that is tailored to children's individual needs. For example, staff create opportunities for them to make a 'Christmas soup'. Children enjoy the exploration of the real vegetables provided. They practise pouring and scooping the water and enjoy the sensory experience. Children learn new vocabulary and describe the colours and textures of parsnips, carrots and sprouts. Skilled staff adapt the activity to suit all abilities and ensure that children make the best possible progress.

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

- Managers and staff get to know the families well. They meet children and their families before they join the setting. This helps to establish exactly what the needs of each child are, and helps them to settle quickly. Managers have developed good working relationships with the alternative settings that some children attend, such as specialist provision. They regularly share information about children's learning and development, as well as updates about their family circumstances. This ensures continuity of care and safeguarding between the providers.
- Key persons ensure that they meet all children's individual needs successfully. Staff talk enthusiastically about their progress and achievements. Staff offer highly effective support to children with additional needs, and, with the support of the special educational needs coordinator, they work closely with parents and other agencies to initiate assessment processes.
- The daily routine is generally well planned. Older children enjoy free play and child-led and adult-focused activities. However, during some transitions, the routine is less organised, such as when tidying up or preparing for lunch. On these occasions, some children lose focus and do not always understand what is expected of them. Learning is less effective at these times.
- Children develop good communication and language skills. This is because staff implement this aspect of the curriculum particularly well. Staff sing songs with

toddlers and narrate their play. For example, they tell children that they are good at 'mixing and pouring' the rice. Older children confidently recall parts of a film that they enjoy watching. They use words associated with visiting the cinema, such as 'tickets' and 'showing'.

- Children benefit from visits to the local community, such as to borrow books from the nearby library. Staff organise trips on local transport to visit the zoo. Children enjoy experiences that are unfamiliar to their own and learn about the similarities and differences between themselves and others. This helps children to understand what makes them unique.
- Overall, partnerships with parents are good. Parents state that their children are happy, settle well and build strong relationships with staff. They enjoy attending planned events at the nursery, including craft mornings and afternoon teas. Regular updates on children's progress are shared with parents, including observations that have been made during the day. However, parents feel that they would benefit from being given ideas to extend their children's learning further at home.
- Managers are knowledgeable about early years education. They complete supervision sessions for staff and hold regular team meetings. Managers conduct observations to review the quality of interactions between staff and children. Staff feel that they are well supported in furthering their own professional development. The team work well together to develop ambitious plans for future provision. This means that everyone feels part of the process in striving for improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

All staff have attended refresher safeguarding training. They have a firm understanding of their roles and responsibilities to keep children safe, including from radicalisation and extremism. Staff know the procedures to follow should they have a concern about a colleague. Procedures for the induction of staff are robustly implemented. The setting is safe and secure, and required records are stored confidentially. Staff supervise children well and are vigilant in checking that both the indoor and outdoor environments remain safe.

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

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

- review and improve the routine for older children so that they remain fully engaged and prepared for expected transitions
- strengthen the process for sharing home-learning ideas with parents to support them to build on their children's learning at home.

## Setting details

<b>Unique reference number</b>	2655473
<b>Local authority</b>	Kent
<b>Inspection number</b>	10262301
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Goldilocks (Sittingbourne) Ltd
<b>Registered person unique reference number</b>	2655471
<b>Telephone number</b>	01795436862
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Goldilocks Nursery registered in 2021 and is situated in Sittingbourne, Kent. It is open Monday to Friday from 7.30am to 6pm, all year round. The nursery employs 10 members of staff, eight of whom hold a qualification at level 3 and above. The nursery accepts children aged two, three and four years who are eligible for funding.

## Information about this inspection

### Inspector

Kate Williams

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of an activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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