

Inspection of Goldcrest Day Nursery Ltd

Goldcrest Day Nursery, 12 Runnymede Road, Stanford-le-Hope, Essex SS17 0JY

Inspection date: 22 March 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

Children look forward to entering the setting as they skip happily to the door and are greeted by the extremely welcoming and friendly staff. Babies and children feel relaxed and safe with nurturing and attentive staff. Children settle swiftly and immediately start to play and explore exciting and beautifully presented indoor and outdoor environments. The stimulating resources are age-appropriate and relate to children's interests.

There is a continuous flow of singing and giggles and children remain engrossed in their play with the competent support of staff. For example, while children enjoy discovering sea creatures during water play, they are captivated by the idea of going on a deep-sea adventure. Children have the opportunity to hop on the outdoor wooden train. They develop their speaking and listening skills when asked for directions to the seaside. Children continue their role play in the outdoor water tray, where they test interesting ideas and use props to bring their own sea creatures to life.

Early mathematics is skilfully integrated into children's everyday play experiences. Older children love to write stories together in their exercise books and staff support them to be ready for school. Children show resilience and perseverance.

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

- Overall, teaching is good. A clear and ambitious curriculum intent is securely understood and embedded throughout the setting. A robust assessment process is in place, which means that staff are supporting individual children's learning needs from the start. Any children who may need some extra help are identified swiftly and appropriate levels of support are put in place. As a result, all children, including those with special educational needs and/or disabilities (SEND) make good progress in all areas of learning.
- Babies and children develop a love of reading. Staff respond to young children's first words exceptionally well. They respond effectively to babies' babbles and gestures as they learn to communicate. All children make good progress in their speech and language development. Staff take a genuine interest in what children are doing and ask questions to extend learning. However, occasionally staff do not give children enough time to respond to questions or instructions, to further enhance their language and vocabulary development.
- The key-person system works well. Parents report in-depth and continuous communication. They appreciate being involved in supporting their children's next steps in learning and are extremely happy with their progress.
- Babies and children are becoming increasingly independent. Babies are encouraged to help themselves to water throughout the day. Older children get

ready to go into the garden and put on their own shoes and coats. Staff promote good hygiene routines. For example, children benefit from daily toothbrushing to promote their understanding of the importance of oral health.

- Mealtimes are social events. Healthy and nutritious meals are provided. Children develop good table manners and become increasingly independent when self-serving their food. However, on occasion, the mealtime routine for older children is not consistently followed by staff. For example, when a familiar handwashing routine is changed, it causes a hesitation in children independently washing their hands before sitting down to eat. Additionally, children become restless as there is a longer wait than usual for their meal.
- Throughout the setting, children learn how to express and understand their feelings by using the 'Colour Monster' book and coordinating sensory resources. Staff have clear intentions and successful teaching techniques, such as providing meaningful praise which encourages children to repeat positive behaviours. When children struggle to share, staff intervene to help support them. However, at times staff provide too much support and do not give children enough time to enable them to think of ways to solve conflicts themselves.
- The management team is passionate about their role. They are reflective and strive for continuous improvement. This leadership highly motivates and inspires staff to deliver new initiatives. Parents report how the manager and staff are incredibly approachable and like a 'second family'.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given priority. The provider implements effective risk assessments to ensure that children can play safely indoors and outdoors. The provider and all the staff have regular safeguarding training and have robust knowledge to ensure the safety of children in their care. Staff demonstrate that they can identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. All staff went through a secure recruitment process to ensure their suitability to work with children. Staff understand the procedures to follow if they have a concern about an adult working with a child.

What does the setting need to do to improve?

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

- build upon already good teaching of communication and language and allow children time to think and respond to questions
- deliver consistent mealtime routines to ensure that the needs of children are met efficiently and further support independence in managing their personal needs
- implement effective teaching strategies consistently to support children to manage their own feelings and develop positive behaviours.

Setting details

Unique reference number	EY462699
Local authority	Thurrock
Inspection number	10280719
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	47
Number of children on roll	93
Name of registered person	Goldcrest Day Nurseries Ltd
Registered person unique reference number	RP904203
Telephone number	01375 673101
Date of previous inspection	4 August 2017

Information about this early years setting

Goldcrest Day Nursery Ltd registered in 1993. It is located in Stanford-le-Hope, Essex. There are 17 members of staff, including the provider. Staff hold appropriate early years qualifications at levels 2 or 3. The provider and one other staff member hold early years professional status and early years degree. The nursery is open Monday to Friday, from 7am until 6pm, all year round, except for bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- This was the first routine inspection the provision has received since the COVID-19 pandemic began. The inspector and the manager discussed the impact of the pandemic, and the inspector has taken that into account in their evaluation of the setting.
- The nursery manager and the inspector completed a tour of the setting both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- Children communicated with the inspector during the inspection.
- Parents and carers shared their views of the setting with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector held a meeting with the management team.
- The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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