

Inspection of Goldilocks Nursery

Hollington Place, Ashford TN24 8UN

Inspection date: 13 March 2024

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

The provision is good

Children in the baby room have space to move around and opportunities to develop their physical skills. Staff support children to explore their environment, including their own outdoor space. Staff sing to children to comfort them and form bonds to support children emotionally. Toddlers practise their early mark making with crayons and paint, and begin to use scissors to make snips in paper. In the pre-school room, children's interests are captured by the activities available to them. For example, staff plan experiments and cooking activities that allow children to discuss what changes are happening and use new vocabulary. Children are excited by these activities and learn new skills by taking part.

Staff encourage children to be independent and try to complete small tasks for themselves, such as putting on their coats and pouring their own drinks. During their play, the older children take turns with one another and talk to their peers as they play. This has been taught and encouraged through staff modelling examples of listening and conversations. Staff understand the importance of developing children's speech and take time to teach children new vocabulary through their play and day-to-day activities.

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

- Staff have clear intentions and aims for children for each stage of their learning. They provide activities for babies to build their strength and move around carefully for their first steps. The older children are taught early reading and discussion skills, and are encouraged to join in with stories and songs. Indoors, children have opportunities to take part in small groups to play, or play independently.
- The manager has a good knowledge of how children learn, and supports staff well. Staff have opportunities to further their skills and develop their knowledge of the curriculum. For instance, staff members complete courses that allow them to gain new qualifications and support children in their learning and development. The deputy manager is also aware of the needs of all children and helps staff when needed.
- Children based in all three group rooms have opportunities to spend time outside. However, when learning outside, children are not as engaged as they are when playing indoors. Staff do not fully consider how to extend children's learning and enjoyment as they play outside.
- Overall, parents are happy with their children's development and progress at the nursery. They receive regular updates and information through an app, which they can also share information on. The manager has developed communication with parents and is continuing to do this. For example, at set times, parents are invited into the nursery to see children's learning and celebrate it.

- Children are given opportunities to learn about events throughout the year. Staff incorporate celebrations from all children's backgrounds, such as Diwali, St Patrick's day, and seasonal events. This allows all children to learn about how people celebrate in different ways around the world. Children also benefit from trips in their local area. They walk to the market to buy fresh fruit and vegetables and visit the town centre. Staff recognise the importance of this, and talk about road safety as children are walking.
- Staff plan activities for children's next steps and support groups of children while playing. However, at times, children lose concentration when playing independently and become restless. Staff need to reflect on all children in the environment to ensure that all children are engaged.
- Children with special educational needs and/or disabilities are supported well by the manager and the special educational needs coordinator (SENCo). The SENCo works well with outside professionals and uses their advice at the nursery. This helps children to progress in particular areas, and supports parents at home.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- develop the provision for outdoor play to support children who learn better outdoors
- support staff to recognise when to interact with children to extend their learning and enjoyment.

Setting details

Unique reference number	EY547406
Local authority	Kent
Inspection number	10317207
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	1 to 4
Total number of places	58
Number of children on roll	82
Name of registered person	Goldilocks (Ashford) Ltd
Registered person unique reference number	RP547405
Telephone number	01233610900
Date of previous inspection	1 May 2018

Information about this early years setting

Goldilocks Nursery registered in 2017. It is located in Ashford, Kent and is open Monday to Friday from 7.30am until 6pm, all year round. The nursery receives funding to provide free early education to children aged two, three and four years. The provider employs 16 members of staff, of whom 13 hold relevant early years qualifications at level 2 or above. This includes two members of staff who hold a relevant early years degree.

Information about this inspection

Inspector
Jade Mellin

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.
- Staff spoke to the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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 spoke to parents during the inspection and took account of their views.
- The deputy manager, manager, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.

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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