

Goslings Nursery

24 Park Road, Coventry, West Midlands, CV1 2LD

Inspection date 29/07/2014
Previous inspection date 06/07/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Staff have good teaching skills and plan purposeful play. They work with children's interests and provide experiences that engage and capture children's attention. Consequently, children make good progress.
- Partnerships with parents and other providers are very successful and ensure children get the support they need. This means that children receive continuity in their learning and development.
- Staff have a secure awareness of their responsibilities to protect children in their care from harm. Furthermore, they comprehensively identify and successfully minimise potential risks to children.
- There is effective monitoring and self-evaluation in the nursery and staff work very well as a team, which means there is continuous improvement in children's learning experiences.

It is not yet outstanding because

- Gardening tools and magnifiers are not always readily available for children to consistently explore and investigate the natural environment, and optimise their good understanding of the world around them.
- There is room to improve the range of resources and opportunities to build on children's understanding of disability, so that they strengthen their increasing knowledge about similarities and difference.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector held meetings with the provider/manager of the provision, and spoke to staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the provider.
- The inspector took account of the views of parents spoken to on the day of inspection and the views in written feedback from parents.
- The inspector checked evidence of suitability of all members of the staff team, their qualifications, and the provider's self-evaluation and improvement plan.
- The inspector looked at documentation, including children's records, learning and development information, staff records, and a selection of policies and procedures.

Inspector

Hazel White

Full report

Information about the setting

Goslings Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately owned and managed. The nursery is situated in the centre of Coventry and operates from a three-storey, semi-detached converted house. Pre-school children are accommodated in two rooms on the first floor, and babies and toddlers are cared for in three rooms on the ground floor. There is no lift access to the first floor. There is an enclosed area available for outdoor play. Children attend from the local and surrounding areas. The nursery opens five days a week, from 8am until 6pm, all year round, except for bank holidays and a week at Christmas. Children attend for a variety of sessions. There are currently 84 children in the early years age range. The nursery receives funding for the provision of free early education for three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English is an additional language. The nursery employs 20 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one at level 4, 11 at level 3 and one at level 2. Two are working towards early years qualifications. The nursery receives support from the local authority and holds National Day Nursery Association membership.

What the setting needs to do to improve further

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

- strengthen children's understanding of diversity, for example, by providing books and resources that represent positive images of disability
- extend opportunities for children to observe things more closely in the natural environment, by making magnifiers and gardening tools more readily available, so that they can consistently explore and investigate.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff are secure in their knowledge and understanding of how children learn through play. They provide good challenge for children, supporting them to be successful and well-motivated learners. Children make good progress in their learning because teaching is of a high quality. Staff recognise that children have differing learning styles and provide effectively for individuals. For example, children who prefer outdoor play develop good early writing skills, by using clip boards to make notes, as they move around the garden. Other children are keen to write their name on their artwork, and draw pictures using crayons while sitting in the play room. Staff have high expectations of all children. They find out about what children can do before they start at the nursery, and use this

information to support children's learning needs. Ongoing assessment of children's progress is thorough. Staff make good use of the progress check completed for children aged between two and three years, to plan for the next steps in their learning. Staff encourage parents to share the information with other relevant agencies, such as health visitors and speech and language therapists. This helps to ensure that all children, including those with special educational needs and/or disabilities, are provided with the care and education that meets their specific needs. Consequently, every child reaches their full potential. Parents contribute to their child's assessment to share what they have observed their child can do at home. Pre-school children take home 'Buster' a cuddly dog and 'Timothy' the teddy bear. This encourages children to share their home-life experiences with staff and their friends. It also gives their key person an insight into additional activities children take part in. As a result, children's learning is consolidated and this helps them to make best progress in readiness for school.

Children on the whole have free access to a wide range of resources that enable them to make independent choices about their play. However, pre-school children have to ask for gardening tools and magnifiers which means they are not able to consistently explore and make their own discoveries when playing in the garden. There is a rich range of text displayed around the nursery, and a good range of books in each room. Resources, such as pens, pencils, chalk, stencils and paper, are plentiful which means that literacy skills are very well promoted. All children are supported in acquiring very good communication and language skills, as they engage in conversations with staff and one another as they play together. Staff effectively encourage children's listening and speaking skills, and there is a strong emphasis on developing new vocabulary. For example, children learn that they are 'hydrated' when they drink water and that the plastic fish in the water play is called a clown fish. Babies and toddlers enjoy singing nursery rhymes, and all join in or attempt to do so with simple action and number songs. Staff promote children's mathematical development well. For example, they encourage children to count the numbers around the clock face and work out, for instance, if the number three goes before or after the number two. Babies sort shapes and build towers from bricks. Hence, all children develop good mathematical skills appropriate for their age and stage of development.

Children have plenty of opportunities to express their own ideas and be creative. They look forward to 'inspirational days'. For example, they think about what job they would like to do when they are 'grown up' and dress up in the appropriate outfits. Following on from this, children decide that the play house in the garden could become a veterinary surgery. They use their stethoscopes to tend to 'a fox with a broken leg' and 'guinea pigs that are sick'. Children's understanding of technology is developing well, as they push buttons and turn knobs to see how things work on a variety of electronic toys. These include electronic tablets and activity toys that repeat words and sounds as they press specific buttons. Children learn about their local community during trips to various museums and places of interest, such as the train station. They regularly try foods from different countries, and pre-school children have a go at making sushi for their tea. A range of resources are in place to help children gain awareness of the diverse society in which they live, including dressing up, role play, small world and books. Children who speak English as an additional language are effectively supported to gain skills in speaking English. They are encouraged to use their home language and staff repeat what is said in English. Therefore, their understanding steadily grows. In addition, pre-school children are learning to speak

Spanish which supports their understanding that we communicate in different languages. Children are actively involved in cultural celebrations during the year, broadening their understanding of the wider world. They gain an understanding of similarities and differences through discussions that take place. However, children's understanding of disability is not as strong, as there are fewer resources that reflect positive images of disability.

The contribution of the early years provision to the well-being of children

Children are very relaxed and confident in the nurturing care of staff. There is an effective key-person and 'buddy' system that supports partnership working with families. This means that children's individual needs are successfully met. They are provided with consistency of care and develop strong bonds with their person. New children settle quickly because staff work well with parents to find out about children's skills and abilities. Staff encourage children to bring a comforter or favourite toy to nursery. Consequently, children maintain those links with home and the move to nursery is a smooth experience because they are emotionally secure. Successful handover systems within the nursery mean that children are introduced to their new key person, and they spend time visiting their new room which enables them to build close relationships.

Children develop good levels of self-esteem because staff are attentive and value their contributions. They are learning about sharing and turn taking as staff encourage them to be kind and thoughtful to one another. As a result, children behave very well and share popular resources. Children are becoming increasingly independent as they manage their personal care, dressing themselves for outdoor play and putting aprons on before taking part in messy play activities. Pre-school children develop good self-help by pouring their own drinks and choosing their own cutlery at lunchtime. Children learn about healthy lifestyles through discussions and activities. They are well nourished because they are provided with a good range of nutritious foods. Meals are freshly prepared by the nursery cook taking into account parental preferences and children's individual dietary requirements. Staff took part in the 'Healthy body happy me' campaign. As a result of this, they developed a pre-school recipe book with pictorial instruction to support children's understanding of the importance of eating healthily. Mealtimes are social occasions as the children sit chatting to their friends. Staff prepare formula milk for babies and keep records of the times that they have been fed. This helps to ensure that they receive their bottles as required and keeps parents effectively informed of their child's feeding routine.

Children have daily access to an interesting outdoor area which ensures that they get plenty of fresh air and exercise. The jungle gym provides pre-school children with significant challenge as they negotiate steps and carefully make their way across the bridge. Toddlers have great fun sitting on space hoppers and riding on wheeled toys. Babies have a separate area which is covered by a canopy, so that they are shaded and protected from the sun, wind and rain. They use push-along toys to take their first tentative steps and investigate different textures, such as compost and water. These activities successfully support all children's overall health and physical well-being. Staff give good priority to children's safety and supervise them well. They encourage children to think about keeping themselves safe with gentle reminders. For example, children learn to

hold on to the hand rail as they walk down the stairs and not to run in the playroom because they might hurt themselves.

The effectiveness of the leadership and management of the early years provision

The designated person for safeguarding is clear about her role in meeting the safeguarding and welfare requirements, so that children are kept safe from harm. All staff have a good understanding of the safeguarding children procedures, and they attend training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all staff are suitable to work with children and have been appropriately vetted. Thorough induction procedures ensure that new staff and apprentices have a secure knowledge of their roles and responsibilities. Comprehensive risk assessments are carried out on a regular basis, and are reviewed as and when necessary. Staff are deployed effectively to ensure that children are kept safe. Furthermore, security cameras focus on the entrance to the nursery, so that all visitors are effectively monitored. There are good arrangements for the collection of children because passwords are used when necessary for extra protection.

The provider, who is also the manager, provides strong leadership and sets high aspirations for quality. She shares her vision with her staff, which means they all work together as a solid team. The provider has a very good understanding of her responsibilities in meeting the learning and developmental needs of young children. She works closely with the local authority advisory teacher, setting targets for improvement. For example, the deputy is piloting a system to simplify planning and assessment, so that it is easier to follow and use when recording children's progress. As a result, the nursery team are always evolving and improving. Professional development of staff is supported well through regular supervisions and appraisals. Staff work hard to provide high quality care and learning opportunities for children. This means children's care and educational needs are met well. The provider is fully committed to reflective practice, and engages the views of staff and parents to achieve this. Regular monitoring of teaching and the educational programme ensures that staff receive support and guidance to shape their professional development in the future. There are named members of staff who take responsibility for key roles within the nursery, such as safeguarding, special educational needs and behaviour management. This ensures the staff team are provided with relevant information and support when required.

Partnerships with parents are very well established and they are actively involved in their children's learning. Their views, comments and ideas are regularly sought and parents know they can come into the nursery at any time, for example, to discuss their children's progress and talk to staff about their children's development. This means that a strong link between home and the nursery is maintained. In addition, parents and grandparents are invited to attend events, such as the children's graduation and the Christmas fair. Dads also enjoyed a creative day, making castles with the children. Consequently, the whole family are involved in nursery life. Parents speak highly of the nursery. They comment on the friendliness of the staff team and how well their children are prepared for their move to school. Partnership working with other professionals and agencies is very strong and used

to identify children's needs to help them make the best possible progress. Staff recognise the importance of smooth transition arrangements for the children's next phase in their learning. They have close partnerships with other early years providers, to share information, in order to fully promote children's learning, development and welfare.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY318288
Local authority	Coventry
Inspection number	862302
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	50
Number of children on roll	84
Name of provider	Goslings Day Nurseries Limited
Date of previous inspection	06/07/2009
Telephone number	024 7655 1907

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
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