

Goldsmith Day Nursery

41 Goldsmith Avenue, Southsea, Hampshire. PO4 8DU



Inspection date	14 June 2016
Previous inspection date	22 June 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- There is a very happy, friendly and relaxed atmosphere evident throughout the nursery. The positive relationships between children and staff mean children settle quickly and thoroughly enjoy their day at nursery.
- The quality of teaching is good. Senior staff have worked hard since the last inspection to improve the support for children's learning. As a result, all children now make good progress from their individual starting points.
- Staff develop very positive working relationships with parents and carers. As a result, parents are fully involved in their children's learning. Feedback from parents is overwhelmingly positive with one parent summarising the views of others by saying: "I don't have a bad word to say about the level of care and the learning experience given to the children at Goldsmith Day Nursery".
- The leadership and management of the nursery is good. The nursery owner and deputy manager share the same vision and work tirelessly to develop staff practice and promote high quality care and positive learning experiences for all children.
- Support for children who need extra help in their learning and development is particularly good. Staff know the children's individual learning needs well. This enables them to plan targeted activities which help children catch up with their peers.

It is not yet outstanding because:

- Procedures for monitoring the quality of practice are not yet refined enough to make sure teaching and the quality of provision are consistently of an outstanding level.

What the setting needs to do to improve further

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

- refine the procedures for monitoring staff performance and reviewing the quality of provision to improve practice to an outstanding level.

Inspection activities

- The inspector observed the quality of teaching and the impact it has on children's learning both inside and outside.
- The inspector talked to staff at convenient times during the inspection about how they plan for children's learning and how they keep children safe.
- The inspector gathered the views of parents spoken to on the day and took account of written testimonials provided by parents for the inspection.
- The inspector carried out a joint observation to assess the quality of teaching with the nursery owner.
- The inspector sampled a range of documentation, including staff files and training records, children's assessment information and confirmation of staff suitability checks.

Inspector

Jo Caswell, Her Majesty's Inspector

Inspection findings

Effectiveness of the leadership and management is good

Senior leaders have worked hard since the last inspection to build a strong, dedicated and committed team of staff. Closer monitoring of the quality of practice and support for children's learning has resulted in teaching being of a consistently good standard across the nursery. Senior leaders provide good support for staff to reflect on their skills and identify their own development needs. They robustly analyse the progress individual children and groups of children make. This enables them to quickly identify any who may be at risk of slipping behind and confirms that gaps in children's learning are closing quickly. Safeguarding is effective. Good procedures are in place to keep children safe. Staff access relevant training and know what to do if they have concerns about children's welfare.

Quality of teaching, learning and assessment is good

Babies and children benefit from close attention from staff that know them well and understand how children learn. Throughout the nursery, staff have worked hard to promote children's language development. For example, in the Primrose room, staff support babies' communication skills using signs as well as spoken words. In the Buttercups and Bluebells rooms, toddlers and older children develop good speaking and listening skills as staff reinforce vocabulary and introduce new words as children play. Good use is made of the outside area to extend children's learning and creativity. For example, older children in the Bluebells group demonstrated their exploratory skills and real enthusiasm for learning in an activity looking for mini-beasts. Children in Buttercups thoroughly enjoyed recreating the story of 'We're Going on a Bear Hunt' outside. Parents are fully involved in the assessment process and work closely with their child's key person to continue children's learning at home.

Personal development, behaviour and welfare are good

Children behave very well as staff act as positive role models. Older children are very kind and caring towards the younger children. They enjoy the times when the different groups of children mix together, creating a real family ethos. Good support is given towards promoting children's healthy development. Staff help parents understand how to create a nutritious packed lunch and children benefit from fresh, nourishing snacks. Good attention is paid towards keeping children safe. Staff are vigilant in checking for potential hazards and the nursery premises are kept secure.

Outcomes for children are good

From the youngest age, children develop very positive attitudes towards learning. Babies delight in exploring their environment and show interest and curiosity in all activities. Children play well together; they learn to share and take turns and understand simple 'rules'. Older children are very well prepared for starting school. They develop good levels of confidence; they ask questions and listen well. Within the nursery, close links between staff in all group rooms mean that children transfer from each room easily and quickly settle into new routines.

Setting details

Unique reference number	EY320961
Local authority	Portsmouth
Inspection number	1037430
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	42
Number of children on roll	64
Name of provider	Karen Esther Miller
Date of previous inspection	22 June 2015
Telephone number	02392 751645

Goldsmith Day Nursery was established in 1999 and was registered to the current owner in 2006. The nursery operates from a semi-detached property in a residential area on the outskirts of Southsea, close to the centre of Portsmouth. Funding is accepted for the provision of free early education for children aged two, three and four years. The nursery is open Monday to Friday, 8am until 6pm for 51 weeks of the year, excluding bank holidays. The nursery owner works as the daily manager and is qualified to degree level. She leads a team of 12 staff, 11 of whom are qualified in early years.

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