

# Gosforth Nursery Limited



Gosforth Nursery, Wasdale Road, Gosforth, Seascale, Cumbria CA20 1AZ

<b>Inspection date</b>	20 August 2019
Previous inspection date	29 May 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of 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

- The manager is passionate for the success of the nursery and committed to providing high levels of care and education for children. Effective procedures for self-evaluation mean the manager is confident in areas to improve, aimed at raising the quality of teaching and practice to the very highest levels.
- The nursery atmosphere is calm and relaxed. Staff warmly welcome children and their families as they arrive at nursery and take time to talk to parents and carers. Children demonstrate that they feel happy and secure at nursery, enjoying positive relationships with their key person and staff they regularly see. This provides a strong base for children's rapidly growing confidence and independence.
- The staff work well together and are confident in their roles and responsibilities. They receive good support through training opportunities and supervision sessions. However, performance management processes are not currently fully embedded to provide the manager with in-depth evaluations of all areas of staff practice, in order to inform precise coaching and support.
- Parents' contributions are highly valued and staff provide many opportunities for parents to continue learning at home. Parents are extremely complimentary of the staff team and share how well their children have progressed during their time at nursery.
- Children's transitions to school are extremely well planned for through excellent partnership working. Staff work very closely with the schools children go on to attend. They invite teaching staff in for visits, and attend meetings to discuss the children's development and to share assessment information.
- Children are learning about the wider world through planned activities and some available resources. However, these are not always fully embedded into children's everyday play to help children develop an in-depth understanding of diversity beyond their immediate experience.

## What the setting needs to do to improve further

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

- sharpen the focus for the professional development of staff to enhance the already good teaching and practice even further
- build on opportunities for children to develop their awareness and understanding of people and communities in the wider world.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, during play inside and outside.
- The inspector carried out a joint observation with the nursery manager.
- The inspector spoke to members of staff and children at appropriate times during the inspection and held a meeting with the nursery manager.
- The inspector took account of the views of parents spoken to on the day of the inspection and other written comments.
- The inspector looked at children's records, evidence of the suitability of staff and a range of other documentation, including policies and procedures.

#### Inspector

Katie Sparrow

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff receive good support from the manager regarding child protection, for example through training and regular discussions at staff meetings. As a result, all staff have a secure knowledge of the procedure to follow should they have concerns regarding a child's welfare. Robust recruitment and induction procedures help to ensure children are cared for by suitable adults. Children with special educational needs and/or disabilities are provided with very good support. Staff work collaboratively with all involved, including healthcare professionals, and advice is accurately threaded into individual plans.

### Quality of teaching, learning and assessment is good

The staff are extremely well qualified and experienced and, as a result, overall, teaching is excellent. Staff undertake observational assessments and use this information to help them identify the next steps in children's learning and inform purposeful learning experiences and interactions. For example, children enjoy looking for vegetables ready to pick from the growing patch. They discuss why some are not ready and compare them to the fully ripened vegetables. Staff skilfully maintain children's interest and offer excellent challenge as they go on to compare, weigh and measure the vegetables using an array of mathematical language and new vocabulary. The learning environments are highly engaging and provide children with many opportunities for learning across all areas. Children enjoy navigating over the steep mounds in the large outdoor area and build a boat from crates in the den space. The outdoor classroom provides a unique learning atmosphere, supporting children's differing learning styles.

### Personal development, behaviour and welfare are good

Staff working with babies and young children are extremely nurturing. They use information from parents to ensure care needs are very well known and met. Children are supported well in their good health. They enjoy plenty of physical activity during daily outdoor play and music and movement sessions. Children enjoy the sociable occasion of lunch and snack times and the nutritious meals provided. They are encouraged to be independent as staff support younger children to feed themselves and older children capably pour their own drinks. Children's behaviour is excellent and staff are wonderful role models. Children are polite, use good manners and share extremely well.

### Outcomes for children are good

Following monitoring of children's learning, staff have had great success in engaging children in their mathematical development due to careful planning and supporting learning at home. For example, staff created maths challenges for children to complete at home and provided further opportunities for children to count and explore number around the environment. This has helped to narrow any gaps in their learning. Younger children explore books with interest and enjoy making marks with paint and water. Older children are confident communicators, sharing their ideas to build upon their role-play experiences. All children are gaining the necessary skills in readiness for moving on to the next stage in their learning, including school.

## Setting details

<b>Unique reference number</b>	EY429649
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	10109820
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	45
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Gosforth Nursery Limited
<b>Registered person unique reference number</b>	RP530748
<b>Date of previous inspection</b>	29 May 2014
<b>Telephone number</b>	01946 725 800

Gosforth Nursery Limited registered in 2011. The nursery is open each weekday from 7.30am to 5pm, all year round. In total, 12 staff work at the nursery, all of whom hold relevant qualifications, including three members of staff who hold a qualification at level 6.

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