

# Inspection of Goldington Community Nursery

Downside, BEDFORD MK41 9JA

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Inspection date: 4 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, safe and secure in this warm and welcoming environment. From a young age, they are developing firm attachments with staff who are patient, kind and caring in their approach. Children thoroughly enjoy story time and looking at books with staff. They become involved as they excitedly recall and retell the events in 'We're Going on a Bear Hunt'.

Children of all ages have fun exploring their outdoor area and playing together. Their physical development is supported as they learn to keep safe as they climb and balance on the outdoor apparatus. They develop their risk-taking skills. For instance, children learn how to navigate around each other and different objects when driving down a slope in their ride-on cars. Children confidently look inside and step into large cardboard boxes. They are curious as they explore what they can do with these, using their imaginations to make them into houses and space rockets.

Children are inquisitive and enjoy finding out about different animals. They gain an understanding of how the animals live and what they like to eat. For example, they closely watch the large African snails in the aquarium. They talk about how the snails wriggle their ears and move slowly. They safely watch 'Spotty' the rabbit come out to play and learn how to take care of him.

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

- Staff adopt a curriculum that reflects children's interests. They gather detailed information from parents so they can build on what children know and can do. Staff know the skills and knowledge they expect children to learn and develop over time. This helps children become ready to move rooms and on to school. However, staff do not always focus their planning precisely on what children need to learn next and how they will sequence this learning.
- Children develop good levels of confidence and happily approach adults for help. They freely go to staff for cuddles when they are feeling sad. Staff support children's behaviour well and act as excellent role models. They provide children with clear boundaries and explanations as to what is expected of them, along with plenty of praise and encouragement. Children learn to take turns and share as they play together. For example, they patiently wait to take their turn at bowling balls to knock down the skittles. Children keenly count the number they have knocked down.
- New children settle in well. Staff are sensitive and use effective settling-in processes that support children's individual needs. These include a number of visits to the nursery, with and without their parents, which are tailored to each child's needs.

- Staff know their key children and plan activities to support their learning and development. Additional funding, such as early years pupil premium, is used well. For example, staff have purchased carefully chosen equipment to support and develop children's physical needs.
- Staff skilfully promote children's language and communication. They engage children in regular and meaningful conversations and ask questions that encourage them to think and respond. Staff speak clearly and repeat both new and familiar words to children, who readily respond and repeat these words with increasing confidence. Children who speak English as an additional language are supported effectively to suit their individual needs. For example, staff use visual cues to help children understand and parents provide key words for staff to use.
- Staff build strong relationships with parents, who speak highly about the service and communication they receive. Staff share information with parents through daily verbal feedback, along with any written assessments about children's learning. Staff work effectively with external professionals when needed to ensure children receive any additional help they may need.
- The manager supports staff effectively through supervision meetings and observations of their practice. Staff can access online training and are encouraged to reflect on their practice. Staff feel that the leaders consider their well-being. They feel confident in seeking support from leaders, where required.
- Staff provide a well-resourced and organised learning environment that provides children with a good range of experiences across all areas of learning. They complete daily checks to ensure that the indoor and outdoor environments are safe for children to play. Occasionally, staff do not notice rotten fruits that have fallen from the trees and play materials that have become loose.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff demonstrate a secure understanding of the procedures to follow to keep children safe from harm. They confidently describe the possible signs and symptoms that may indicate that a child is at risk of abuse or neglect. All staff attend regular safeguarding training to ensure that their knowledge and skills remain up to date, including regarding extremism and radicalisation.

## **What does the setting need to do to improve?**

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

- refine and strengthen curriculum planning to enable staff to build on what they know about each child, sequencing learning to ensure children make the best possible progress
- review when daily checks are completed in order to assess that outdoor areas are suitable for children to play.

## Setting details

<b>Unique reference number</b>	2603534
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10209225
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	42
<b>Number of children on roll</b>	62
<b>Name of registered person</b>	One YMCA
<b>Registered person unique reference number</b>	RP904332
<b>Telephone number</b>	01234352202
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Goldington Community Nursery registered in 2020. It is located next to Goldington Family Centre in Bedford. The nursery employs nine members of childcare staff. Of these, four hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, term time only. Sessions are from 8am to 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lorraine Sunter

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) 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.
- The inspector spoke with staff and children at appropriate times throughout the inspection.
- A learning walk was completed with the manager to discuss the curriculum intent and how the provision is organised.
- A joint evaluation of an activity was completed with the manager.
- The inspector held a meeting with the manager. She reviewed a variety of documents, including qualifications, first-aid certificates and policies.
- The inspector observed interactions between staff and children during activities and assessed the impact of teaching on children's learning.

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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