

Inspection of Goldilocks Nursery

Goldilocks Nursery, 5 Millfield, Folkestone CT20 1EU

Inspection date: 12 August 2025

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

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this inviting nursery. Staff base engaging activities and resources on the interests children show in their play and conversations. This helps children to build on what they already know and can do. Children learn from a clear and structured curriculum. For example, staff consider the planning for the children's various ages and stages of development. This includes those children with special educational needs and/or disabilities. They work together to organise activities that cater for all individual needs and learning outcomes. Children enjoy a wide range of experiences, such as fun in the garden and exploration during outdoor walks.

Children enjoy the kind interactions of staff. They learn the simple and consistent rules staff have put in place. Through these, children begin to think about others and begin to regulate their own behaviours. For example, they are encouraged to use 'kind hands' and learn about similar positive behaviours through characters in a story. Staff give children gentle reminders to share and take turns. This contributes to children's good behaviour. Staff are enthusiastic and good role models. In turn, children have positive attitudes to learning and towards others.

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

- The setting has only been operating for a short period of time. However, leaders have already implemented a strong ethos and high expectation for the children that attend. For example, staff find out about children before they start. They gain information, such as their interests and family background. Staff then use this to ensure that carefully tailored activities are provided. Children start to make good progress as soon as they join.
- Babies enjoy singing and rhymes during their play. For example, staff weave in nursery rhymes with simple actions. Children attempt to join in with the songs, which helps to build memory, language, and coordination. Books and stories are also incorporated into the routines of the day, as older children listen and respond to a story before lunchtime. Children become immersed in a rich vocabulary that helps them to better understand the world around them.
- Children develop their exploration through the senses. For example, they happily explore the oats and rice with their hands, making marks and lines in the tray. Children are delighted to add to their mathematical learning, as they count 'one, two, three' pots of rice into the cup. They hear new words, such as 'pour' and 'tip', and staff maintain a consistent commentary to help children make connections.
- Children enjoy learning about nature and the seasons. They take part in planting and watering flowers from seed. These activities help children learn about the processes and lifecycles of living things. Additionally, children visit the local

community. They ride on the bus to the seaside harbour and coastal park.

Children thrive as they experience the awe and wonder of the local environment.

- Leaders reflect on what is working well and where improvements are needed to maintain good-quality care, learning and development. They have identified some areas for improvement, such as providing further opportunities for children in the outdoor area. Staff are passionate and dedicated to 'getting it right' to ensure a high level of care and education for all children.
- Leaders implement a supervision process to support staff development. For example, they hold regular staff meetings to share knowledge and provide training to the team. However, although leaders have identified the need to support some less experienced staff to further develop their skills, they have not yet targeted the coaching and support they provide precisely enough for individual staff. This will help all staff to improve their skills and to provide a consistently high level of teaching.
- Parents report that staff form caring relationships with their children, and that they value the support they receive. For instance, staff share strategies to support parents with learning at home, to provide consistency for children. Staff provide opportunities parents to come into the setting, such as on Mother's and Father's Day. Parents comment on the progress their children have made, particularly with their social development and confidence.

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:

- provide more targeted professional development support for staff so that they can continue to develop their practice to a consistently high level.

Setting details

Unique reference number	2803231
Local authority	Kent
Inspection number	10415077
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	50
Number of children on roll	33
Name of registered person	Goldilocks (Folkestone) Ltd
Registered person unique reference number	2803230
Telephone number	01303901551
Date of previous inspection	Not applicable

Information about this early years setting

The nursery registered in 2024 and is situated in Folkestone, Kent. The setting operates all year round from 7.30am to 6pm Monday to Friday, except for a week at Christmas and bank holidays. The nursery employs 11 members of childcare staff. Of these, eight hold appropriate early years qualifications. The setting receives government funding for children who are entitled.

Information about this inspection

Inspector

Kate Williams

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager spoke to the inspector about their intentions for children's learning.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the interactions between staff and children.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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