

Golden Acorns Nursery

Unique reference number (URN): 2757275

Address: Station House, Kingsway, Wilton, Salisbury, SP2 0AW

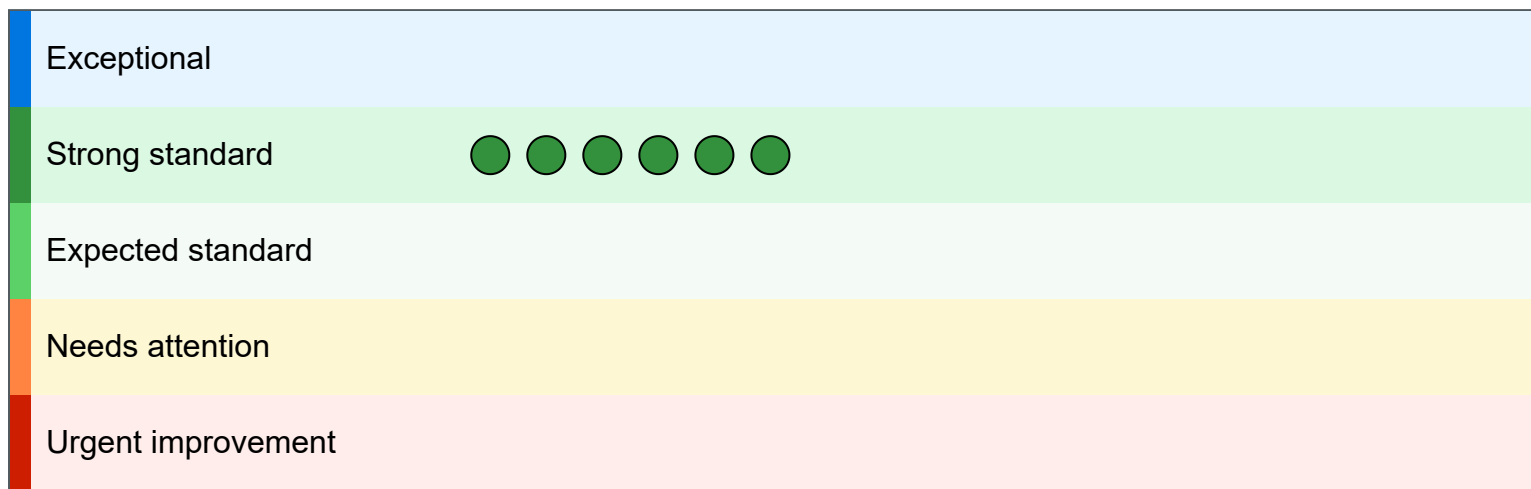
Type: Childcare on non-domestic premises

Registered with Ofsted: 23/10/2023

Registers: EYR, CCR, VCR

Registered person: Tubb, Tracy Dawn

Inspection report: 20 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Achievement

Strong standard ●

Children, including those with special educational needs and/or disabilities and those who face other barriers to their learning and/or wellbeing, make impressive progress across all areas of the curriculum, particularly in their communication.

Babies demonstrate finger strength and emerging independence when pushing the tap down on the water container to fill their cups for snack. Younger children have fun and develop their hand–eye coordination when throwing balls into a sieve staff are holding. Older children develop their letter formation using firm pencil control as they say, 'Look, a P.' Babies and children engage and focus well on stories and songs, helping to develop their language and communication. Younger children repeat familiar phrases, and babies say key words. Older children are proud to point out their craft pictures that relate to their 'theme book', making connections and revisiting their learning. Children develop early literacy skills from a young age. They independently access books, linking to their interests and themes. Older children label the book, including the front cover and the 'spine' of the book. Older babies begin to count from 1 to 4 with staff support. Older children use language of size and show high levels of focus for their age when sorting coloured objects into the correct pots.

Behaviour, attitudes and establishing routines

Strong standard ●

Leaders and staff create a positive and nurturing environment with firmly embedded and consistent boundaries. Staff skilfully adapt and create key rules based on the needs and abilities of the children. This ensures that all children gain a secure understanding of what is expected of them. For example, staff share these rules daily and discuss these with children. They are visual, so children and staff can refer to them when needed. Staff model calm and respectful interactions, encouraging children to respond cooperatively and swiftly. They ensure that routines are consistent, and from a young age babies help to tidy up. Staff use skilful questioning, such as, 'Can you remember where this belongs?' to support children's thinking and to instil respectful boundaries from the start. In turn, this creates smooth transitions throughout the setting, helping children to be prepared for what is coming next.

Children learn how to collaborate with others through purposeful activities, such as small-group times. Children do this with ease, taking turns, playing alongside each other and working together to solve problems independently. For example, younger children notice the bin has fallen over, and together they hold it to place it back, saying, 'It's stuck, push.' Children develop friendships and begin to show care for others. For instance, older babies gently sweep fluff off another child's face. Older children tell each other, 'You are my best friend.'

Leaders work closely with families to emphasise the importance of attendance and punctuality, helping them to form positive habits for the future. Leaders follow up absence swiftly.

Children's welfare and wellbeing

Strong standard 

Staff promote children's welfare and wellbeing consistently through thoughtful, sensitive and individualised care routines. Key people support secure attachments from the start, providing comfort and reassurance and responding to care needs attentively. Staff ensure that babies and children have privacy when nappy changing and toileting, advocating respectful care. Babies and children cuddle staff and enjoy them joining in with their play.

Staff adapt routines to suit the individual needs and feelings of children, including those with special educational needs and/or disabilities and those who face other barriers to their learning and/or wellbeing. For example, when children become overwhelmed, staff recognise they are tired and need some quieter activities, including sensory baskets and breathing techniques. Older children explore their emotions and have rich discussions, labelling how they feel. This supports children in developing their emotional awareness and resilience, helping them to feel valued and flourish.

Children benefit from daily opportunities to learn about their own safety while managing risks within their play. Staff help children to gain confidence when they face challenges. For example, children fall over, and, after ensuring that they are okay, staff swiftly support them in trying again. This helps children to tackle challenges as they arise. Children acquire the knowledge they need to begin to make healthy choices. Staff and children engage in discussions about healthy and unhealthy foods and have recently explored oral hygiene. Children develop impressive independence from an early age. Babies learn to pour their own drinks and practise washing their faces. Older children open their own food packets and attend to their toileting needs. This supports future learning, including school.

Curriculum and teaching

Strong standard 

Leaders have a secure knowledge of the curriculum, which is highly inclusive and ambitious. Assessment is continuous and sharply focused. Staff carefully consider and prioritise the skills they want children to learn, based on their needs and abilities. They ensure that children have meaningful opportunities throughout daily routines to practise and develop these skills. All children, including those with special educational needs and/or disabilities and those who face other barriers to their learning and/or wellbeing, access a well-developed, sequenced and tailored approach to their learning. Children gain fundamental skills in preparation for their future learning. These include confidence, resilience and being able to form and maintain relationships.

Leaders place high importance on children's communication and physical, personal, social and emotional development. They recognise these areas as essential foundations for children's learning. Children develop in a language-rich environment from an early age. Staff use high-quality interactions to extend vocabulary, introduce new words and refer to visual prompts to check children's understanding. For example, babies join in with songs and stories and use new words, such as 'dinosaur', and staff introduce the name 'Tyrannosaurus Rex'. Staff identify and support quieter children to build on their confidence to engage in small-group times with the use of puppets. Older children use their 'emotion puppets' to talk to the group. Staff use daily routines to weave in mathematical learning. This includes

counting when lining up and using language of shape, size and measurement as children build towers and race cars.

Inclusion

Strong standard ●

Leaders embed a deeply inclusive culture across the setting, recognising each child's uniqueness, needs and abilities from the start. Staff use their vast experience and targeted training to implement consistent and systematic assessment approaches. This ensures that children make the progress they are capable of from their starting points. Staff fully support those children with special educational needs and/or disabilities (SEND) and those who face other barriers to their learning through personalised approaches, collaborative working partnerships with parents and external agencies. Leaders work closely with other settings children attend, including specialist provision. This ensures that children receive the support they need swiftly and that this is consistent between settings. This is highly impactful on the progress children make.

Leaders have a secure oversight of referral waiting times and implement effective strategies to support children during this time. These include speech screening, individualised sensory baskets, visual timelines and language cards. Ongoing professional discussions between staff and regular reviews with parents mean that adaptations and reasonable adjustments are monitored effectively, continuing to meet children's changing needs. These thoughtful adaptations create a predictable, supportive environment, where children with SEND and those who face other barriers to their learning and/or wellbeing show growing independence, improved emotional regulation and sustained progress. Leaders demonstrate secure understanding of funding, and they use this to further support children and families.

Leadership and governance

Strong standard ●

Leaders strive to provide high-quality care and education for children and families. They use self-evaluation through daily professional discussions with staff and feedback from parents to help swiftly identify any emerging areas for improvement. For example, leaders continue to develop and extend the outdoor areas to further enhance children's access to opportunities and experiences that support their learning. Leaders make decisions in the best interests of children and families.

Staff describe a positive culture of teamwork, openness and professional support, with clear expectations and consistent routines. This helps them to work and fulfil their roles and responsibilities confidently. Induction is supportive, and ongoing professional development strengthens reflective practice and the sharing of effective strategies. For example, leaders have recently attended training on behaviour, which has deepened their knowledge of how to support children's behaviour. Leaders and staff use new knowledge gained from training to inform practice across the provision. This helps to maintain and embed the delivery of a high-quality curriculum for all children.

Leaders build trusting relationships with parents, who report on the 'rapid development' of children's speech and confidence. They feel staff are approachable and the sharing of information, including tips and strategies to support learning at home, is shared consistently.

Compulsory Childcare Register requirements

This setting has met the requirements of the compulsory part of the Childcare Register.

How we check if a provider meets the requirements of the Compulsory Childcare Register

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

Voluntary Childcare Register requirements

This setting has met the requirements of the voluntary part of Childcare Register.

How we check if a provider meets the requirements of the Voluntary Childcare Register

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
 - Not met
-

What it's like to be a child at this setting

Children thrive in the warm and homely environment of this setting. They engage confidently with the nurturing staff as well as keenly participating in the consistent and predictable

routines. Children demonstrate they feel safe and secure. Staff help children to grow in confidence and curiosity, supporting their personal, social and emotional development. Secure and trusting relationships are at the centre of this setting. Staff support babies to play alongside each other and use the pretend phones as they role play 'hello mummy'. Staff build strong, trusting relationships with families from the start to understand each child's background, experiences and needs. This means children, including those with special educational needs and/or disabilities and those who face other barriers to their learning and/or wellbeing, are fully supported in the inclusive and stimulating environment.

Children show enthusiasm as they play with their peers and lead their own learning. Outside, younger children enjoy making potions. They share resources and talk about what they are making or adding to their potions. Staff respond thoughtfully to children's interests and help to facilitate these. For example, children begin to line up crates, and staff encourage them to walk across, developing their stability and balance. These opportunities that staff naturally create help to succinctly build on what children know and can do. This means all children make noticeable progress in their learning and development.

Children benefit from regular outings to the local charity shop, garden centres, and, being located within an old train station, they watch the trains go by daily. This provides first-hand experiences for children to explore the world around them. Leaders work closely with local businesses and have created a real community feel to the setting, supporting children to learn about respect and collaboration.

Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children, those with special educational needs and/or disabilities, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing.

About this inspection

The inspector spoke with leaders, parents and children during the inspection.

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

Inspector:

About this setting

Unique reference number (URN): 2757275

Address:

Station House
Kingsway, Wilton
Salisbury
SP2 0AW

Type: Childcare on non-domestic premises

Registration date: 23/10/2023

Registered person: Tubb, Tracy Dawn

Register(s): EYR, CCR, VCR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 18:00

Local authority: Wiltshire

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 20 March 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

77

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright