

# Beacon Nursery

Woodthorpe Road, LOUGHBOROUGH, Leicestershire, LE11 2NF

## Inspection date

Previous inspection date

09/09/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

## The quality and standards of the early years provision

### This provision is good

- Children's learning is effectively promoted because staff plan activities based on children's interests and developmental needs. Clear monitoring of the educational programme ensures all children make good progress in all areas of learning.
- A well-established key person system ensures that children build strong emotional attachments and therefore grow in confidence. As a result they quickly settle at the setting and are engaged in play and acts to support their learning and development.
- Safeguarding is given high priority. All staff have a secure knowledge and understanding of the needs of every child to ensure they are safe and have their individual needs met.
- Leadership and management are strong and there is a clear motivation to develop the nursery, in order to improve children's learning and care.
- Babies and children are continually encouraged to use their senses to enhance their sensory development and creativity.

### It is not yet outstanding because

- There is scope to further enhance the already good relationships with parents, to have a more active role in supporting and extending children's learning in the home environment, particularly for those parents who are reluctant to contribute.
- Words that represent children's home language are not displayed within their play room, therefore, not all parents and children are always fully included.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed practice and interaction between the staff and children in the indoor and outdoor areas.
- The inspector spoke with staff, children, management, the registered person and parents at appropriate times during the inspection.
- The inspector undertook an inspection of the areas of the premises used for childcare.
- The inspector examined a range of documentation, including staff suitability records and qualifications, policies and procedures and children's developmental records.

## Inspector

Alex Brouder

## Full Report

### Information about the setting

The Beacon Nursery was registered in 2013 and is run by Beacon Academy (formerly Shelthorpe Community School). It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the Shelthorpe area of Loughborough, Leicestershire. The nursery serves the local area and is accessible to all children. It operates from four play rooms and there is an enclosed area available for outdoor play.

The nursery employs 42 members of childcare staff. Of these, 41 hold appropriate early years qualifications at level 2, 3, 4 and 5.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 121 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- devise ways for each child's key-person to more effectively support all parents in guiding and supporting their child's learning at home
- recognise and equally value all languages spoken and written by parents and children, to support children's identity and sense of belonging.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The children attending have an enthusiasm for learning and getting involved in activities. This is enhanced because the staff team have a good understanding of how to engage the children and capture their interest. They understand that children learn through their play and they make the most of opportunities that arise during the session to extend this. For example, through providing accessible resources and homing in on their interests to enable them to challenge their play and ideas. Children have fun, are highly engaged and develop a range of skills needed for the next steps in their learning, such as school. They

take their shoes on and off when required, put on their own aprons and use the toilet independently. Individuals are supported well because each key person's knowledge and understanding of how children develop and learn is good. Staff complete purposeful observations and assessments of the children, using these to plan meaningful activities around children's next steps in learning. As a result, all children, including those whose starting points are below those of other children of their age and children who have English as an additional language or special educational needs, make good progress. Children are challenged effectively to ensure that they reach the next steps in their learning because planning for learning is tailored to individual needs. Staff take time to talk to parents before children begin to gather pertinent information on their learning and development. This enables them to create realistic starting points to meet children's development needs. Parents' views are valued and there are regular opportunities to share information and plan for children's learning in nursery.

Babies and young children make good progress in their language and communication development because staff provide good quality interaction. They clearly know the children well and use their voices to help support and extend their growing vocabulary. Action songs and rhymes are used in every day routines and children begin to show they understand these through completing the actions and attempting some of the words. These children readily engage in the use of cause and effect toys; they pull, pat, prod and twist flaps and levers to achieve different effects and sounds, supporting early technology skills. Sensory play is a key aspect of the baby and younger play rooms to allow them to use their senses to explore the world around them. For example, children play in 'cosy corners' exploring soft toys, pine cones and loofas and low-level beds and quiet spaces enable children who feel less confident to have their own personal space.

Children have many opportunities to develop listening and speaking skills, which support their communication skills and their social and emotional development. This is particularly evident at 'gathering time' when children are asked about the routines of the day and the types of activities they think might be available to play with. Further to this, staff use Makaton alongside communication to ensure that every child is fully included, particularly those children whose communication is not as strong as others. This also enables children to converse with one another using signs and symbols, building relationships. In addition, during, for example, 'gathering time', staff use pictorial prompts to depict the routine of the day to ensure that all children know and understand what will happen next. Children practice early phonics during group activities, tapping rhythms out and repeating letters, contributing to their knowledge of initial sounds and letters that make up words. They enjoy listening to favourite stories read to them by staff, and the environment is rich in print so they learn about words. However, opportunities for children to explore print in other languages are minimal. As a result, children and families who have English as an additional language, have fewer opportunities to share differing parts of their lives, in order to enhance their sense of identity.

Children in all areas of the nursery have very good access to the outdoors. The outdoor areas have been developed to cover all areas of learning through interesting opportunities and resources. It includes a range of natural experiences as well as resources to promote challenge and physical development. Children take full advantage of opportunities to extend their learning in the garden. They water the plants and flowers, experiment with

water courses and hide dinosaurs and animals in the soil. They make marks in a range of ways, for example, as they slide their fingers through the hair gel and glitter, use large and small brushes to paint 'Zog' the dragon and as they use water to form patterns on chalk boards. They run, jump, hop and skip as well as use wheeled toys, climbing frames and swings.

Children are introduced to mathematics through a variety of play opportunities and everyday routines. For example, as they place bricks on top of one another they begin to count each one and before beginning each song staff count, 'One, two, three' ensuring that all children begin to hear number to use during their play. They problem solve from a young age, twisting and turning inset puzzles to fit into the shapes, whilst older children are challenged in thinking about 'How many more?' or 'What will happen if?', for example when playing with the sand and moulds. They begin to use mathematical language as they play which staff support well by asking 'Is it big or little?' and 'It is fat or thin?'. This concept is explored well in songs and rhymes, for example as two-year-olds sing 'An elephant goes like this and that', using actions to describe size.

Children actively use their imagination as they play. A theme of 'dungeons and dragons' has been implemented through the whole of the nursery. As a result, children of all ages have engaged in a varied range of activities to support their understanding of what this is. For example, they have made a cave for their 'dragon', they dress up and 'fight' the dragon and colour pictures representing the theme. This enables children to be inventive and use props and resources to support their play and ideas. Babies and young children explore their imaginative skills which are reflective of their everyday experiences. For example, they are observed to hold the telephone to their ear and 'chatter' away using some recognisable words, whilst others use cups and bowls to 'pretend' to eat and drink. They begin to explore the world they live in through dressing up in a range of costumes and outfits, walks around the Academy grounds and through trying foods from around the world. An inclusive environment is offered. As a result, children begin to learn about the needs of others through the range of activities, positive discussion and resources.

### **The contribution of the early years provision to the well-being of children**

Children's gradual introduction to the setting and their key person supports their transition from home. Staff take time to talk with parents about their child's individual needs, both regarding their learning as well as their care. This ensures that enough information is obtained to help them engage the child in play that interests as well as knowing how to settle and comfort them when needed. As a result, children are quick to settle and build strong emotional attachments with known adults. A good key worker system ensures that children feel safe and secure in the setting. The key persons' speak warmly and have good knowledge of the children in their care and how they support them in their learning and development. For example, a member of staff in the baby room explains clearly and proficiently how to meet the needs of all the children and the importance of working closely and sensitively with parents during all transitional times. Parents are consulted before children move from one room to the next or onto school, and updates on forms are completed by parents and key workers to ensure that the move is smooth and stress free. The new key person visits the child in their room first before they visit their new room,

ensuring that children can begin to form a relationship and recognise a familiar face. All of this contributes to children's emotional attachment and well-being.

Children's behaviour is good and their self-esteem is high. They are happy, settled and confident in their play to make independent choices. This is because the staff are good role models and ensure all children are treated with equal concern. Methods to support children's behaviour are very good. For example, a 'One, two, three' method is used in which older children decide what would constitute a three, such as biting, hitting or using inappropriate language. Staff use simple methods to enforce this, such as gaining children's attention and stating 'One' when children begin to display negative behaviour. As a result, staff rarely get to 'Three' and children are praised highly for listening and adapting their behaviours. Children's safety is given high priority. Staff ensure that all children, even from a young age, learn how to take risks, but also, how to do this in safety. For example, they climb small ladders and trees, use scissors independently. They support children to feel safe both physically and emotionally as they teach them how to use the outdoors appropriately, developing a range of play opportunities through the 'Forest School' initiative, inspiring children to explore and take risks.

Children develop good self-care skills as they wash and dry their hands before snack, after messy play and when they have used the toilet. They have access to tissues to maintain their own hygiene and know to throw these in the bin after they have used them. Babies and toddlers skills are promoted through a robust nappy changing procedure and staff role model good hygiene practices when they assist children with their personal needs. They take them to the changing area where they are assisted to wash their hands, developing their skills and independence. Children learn about healthy eating as they take part in baking activities and are offered healthy snacks and meals. Meal times are a social occasion with older children serving themselves, supporting their independence and enabling them to make choices in how much they would like. This supports their skills needed in readiness for school. Children have free-flow access to the outdoors and engage in a range of activities to promote their physical skills.

### **The effectiveness of the leadership and management of the early years provision**

The safeguarding of children is given high priority. Staff understand the importance of following the nursery policy for recording and reporting any safeguarding concerns and safeguarding is a continual part of discussion during team meetings. As a result, all staff have a secure knowledge and understanding and keep up-to-date with any changes in legislation or practice. The nursery works in close partnership with the local authority as required. Children are safe because staff are vigilant in their supervision and carry out daily checks on all aspects of the environment. Sleeping babies are checked regularly and any specific dietary needs are managed very well. Children play in a secure safe environment, where they are challenged to consider the consequences of their actions which enables them to think about risk and manage this appropriately from a young age. Robust recruitment, vetting and induction procedures ensure that all those working or having contact with children are suitable and safe. Staff have a good knowledge of the safeguarding and welfare requirements of the Statutory framework for the Early Years

Foundation Stage. Entry and exit procedures are effective in ensuring that only known persons access the setting. An intercom and camera system allows staff to monitor entrance to children's base rooms, ensuring that all visitors and parents to the setting are identified before being allowed access to the children. As a result, only known adults are allowed access, supporting children's welfare.

The registered person, manager and her staff team have a secure understanding of children's learning and development. There are good systems in place for monitoring the progress children make and on the planning, observations and assessments made by staff. For example, the manager samples the learning journals and progress summaries staff maintain on children's progress and has regular meetings with room leaders to ensure that any gaps in children's learning are quickly identified and steps taken to address this. As a result, children make good progress. Regular staff meetings are held, allowing the manager to discuss any key issues and for staff to air any concerns they may have. Staff performance is monitored through efficient use of supervisions and appraisals. These meetings help to shape staff's professional development. This is promoted well and staff attend a good range of training. This results in staff improving their knowledge to inform practice.

Staff develop secure partnerships with parents, which helps to ensure they have a good understanding of children's and families' needs. Parents receive regular newsletters and can review detailed notice boards to gain further information about the nursery. Comments from parents indicate they are happy with the caring, friendly, staff and the service provided. Parents views are sought through open discussion, questionnaires, and parents evening. However, there is scope to develop this relationship to enable all parents, particularly those who are more reluctant to contribute, to extend children's learning in the home. In addition, good links are in place with outside agencies, such as the local authority and other professionals. This ensures that children's specific needs are assessed and that appropriate support is given over time. Self-evaluation is used to assess and review the settings strengths and areas for development within the setting. Staff complete individual evaluations of their base rooms which is used to inform and shape change. This supports the ongoing improvement of the setting and consequently, the outcomes for children.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.



## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY460601
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	907022
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	114
<b>Number of children on roll</b>	121
<b>Name of provider</b>	Academies Enterprise Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01509264879

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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