

The Beacon Day Nursery

Sure Start Bradley & Whitfield, The Beacon Centre, Maurice Street, NELSON, Lancashire, BB9 7HS

Inspection date	19/12/2013
Previous inspection date	13/01/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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		1
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

- There is a strong focus on activities being child-led. Consequently, staff observe children in their play, clearly identify their next steps in their learning and plan activities which follow on from their interests.
- Staff are attentive and sensitive to children's needs which helps them to form strong emotional bonds with the adults caring for them. Times of transition are particularly well-planned which ensures continuity of care.
- All staff consistently give the highest priority to the safety of children and effectively support children's growing understanding of how to keep themselves safe and healthy in the stimulating environment.
- Partnerships with parents, external agencies and other providers are robust, well established and make an excellent contribution to meeting children's needs.

It is not yet outstanding because

- Sometimes there are missed opportunities by staff to ask carefully framed open-ended questions during activities to challenge and extend children's creativity and critical thinking.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction.
- The inspector talked with available staff and held discussions with the owner, staff and parents.
- The inspector observed children's activities throughout the visit both inside and outside.
- The inspector examined documentation including a representative sample of children's records, policies, children's daily diaries, staff suitability, risk assessments, planning documentation and training records.

Inspector

Sue Rae

Full report

Information about the setting

The Beacon Day Nursery is privately owned and was registered in 2009 and is on the Early Years Register and the compulsory parts of the Childcare Register. It is situated in an annex of The Beacon and Pendleside Children's Centre, in Nelson. The nursery serves the local area and is accessible to all children. It operates from two playrooms and there is an enclosed area available for outdoor play. The nursery employs 15 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level two and above.

The nursery opens Monday to Friday term time only. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 62 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- consider ways to build on staff's confidence and skills in modelling how to be a thinker by posing carefully framed open-ended questions during activities to challenge children's creativity and critical thinking.

Inspection judgements

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

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They clearly enjoy learning through play, eagerly choosing what they wish to do from the varied range of resources offered. Children demonstrate a positive approach to learning, supported by the cheerful interactions of the staff caring for them. Attentive staff play alongside the children offering gentle support and encouragement, extending children's learning with individual attention. Information gathered by the key person when children first attend provides a good base for establishing children's starting points in learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Staff have a secure knowledge of how children learn. However, less experienced staff are sometimes hesitant and lack confidence in asking open-ended questions to challenge children's thinking to extend their learning. Through individual planning and identification of children's next steps by staff, children make good progress considering their starting point, age and capabilities. Staff plan activities and opportunities together as a team, taking into consideration the children's interests. Good quality information regarding children's needs and the activities they take part in are shared. Parents are actively involved in contributing to their children's

development through daily discussions, text messaging service and 'parent's voice board' where parents can write comments and attach them to the board. Parents can make comments and share what their children have been up to at home, revealing further children's and family interests. Parents can also share their likes or dislikes about the nursery and anything they would like to change.

All areas of the nursery are well organised to allow children to select activities for themselves. Inspiring displays of children's work gives them a sense of being valued resulting in their confidence and esteem being promoted. A well-organised balance of adult and child-led activities means children learn to explore, to think and learn to play together. Through social occasions, such as lunchtime, children develop their personal social and emotional skills. Children enjoy the social aspect of their time at the setting, becoming independent and confident individuals. Children are able to move around freely and have access to a well resourced secure outside space where they can use a wide range of toys and equipment to promote their physical development, which is progressing very well. They show confidence and an awareness of safety in exploring the outside space, balancing, climbing and riding bicycles. Children clearly enjoy taking part in singing action and rhyming songs, as they perform their Christmas concert for family and friends. Access to a range of writing materials allows all children to explore their early writing skills. Children confidently explore the shaving foam as they creatively use it to make patterns, sculptures and pictures. They enthusiastically join in with the story. Children count confidently as they make cups of tea in the role-play area. Children build and construct making towers and designing their own creations. Therefore, their mathematical skills of shape, space and measure are promoted.

Children are secure in communicating their needs and preferences and they confidently approach the staff to ask for help when needed. Children develop their vocabulary using words such as 'small', 'medium' and 'large' as they enthusiastically role-play. Babies move freely and confidently explore their environment. They use furniture to support their standing and the emergence of early walking skills. Babies have plenty of sensory opportunities to learn about their world. They freely explore and investigate the large box of resources, fascinated as they tip the plastic bottle and watch the glittered water move, developing their coordination. When staff read stories, children sit and listen and are interested to hear what happens next, their enjoyment and concentration is abundantly clear. These activities support children's early language development and literacy skills and promote their knowledge and understanding of the world around them. Children are active and animated learners, who are developing the skills and attitudes needed to prepare them for their next stage of learning, such as moving onto school.

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

Staff are positive role models, who are calm and caring in all their interactions with children. They have an excellent understanding of expectations of children's behaviour, taking account of their individual needs and stage of development. They support children exceedingly well in developing their understanding of differences and caring attitude. Staff recognise and offer praise for their kindness and their very positive behaviour. The key

person system is very successful and ensures that children feel secure and safe, enabling them to confidently explore and develop their independence. The environment in each of the children's areas provides an excellent range of age-appropriate toys, games and resources which are easily accessible to children to promote their learning. Staff support children to stay safe when using scissors. They explain how to hold them, store them safely and the importance of safely carrying scissors, to keep themselves and others safe. Children's physical development is supported very well. Staff support younger children as they take their first steps or refine their skills using furniture. All children benefit from direct access to an outdoor play area. Here they enjoy a superb range of activities, such as an enclosed sand pit in a hut, stepping stones, pots, pans, wheeled toys, balancing on beams and digging and planting activities. All children show an extremely strong sense of belonging within the nursery and are developing an excellent understanding of how to manage risks and challenges relative to their age. Their self-esteem, confidence and emotional security are very well supported through acknowledging their individual needs and traits.

Behaviour across all age ranges within the nursery is excellent. Staff ably encourage children from an early age about the importance of sharing and turn taking. They gently guide children as they talk about this, supporting them through distraction and encourage them to join in with other toys. Older children demonstrate their superb understanding as they take turns and listen to each other. They work together showing effective negotiating skills as they cooperate to share the scissors on the creative table. Other children show how they work extremely well independently as they engage in practising their mark making skills writing their names on their pictures. Children show a significant understanding of responsibility within the nursery as they confidently follow routines. They self-serve at snack times and eagerly and expertly tidy up at suitable times.

Children relish the excellent home cooked meals which are prepared onsite. The appetising, nutritionally balanced meals take account of children's allergies and dietary requirements so that only suitable foods are offered. Snacks are equally healthy and ensure that children's energy levels are topped up as the day progresses. All children have access to drinks throughout the day helping to keep them hydrated. Children learn excellent self-care skills as they learn to be independent by putting on their own coats and choosing to play outdoors. Nappy changing procedures for babies and young children are unique to each child and staff are sensitive with them. For children at the potty training stage, staff work exceptionally well with parents and at the child's pace, sensitively assisting them to adjust to new routines. Staff skilfully support children's transition both within the nursery and to school. Transition within the setting is at children's pace, working in partnership with parents. Regular visits to the new room with their key person enables a bond to develop with the new key person. Staff support this as they make the move gradually, enabling children to feel comfortable and at ease. This means their emotional well-being is truly supported. Parents and children are well prepared for the next stage in their learning and development as the setting supports them in making the move to school. They develop confidence in various social situations, which prepares them for moving on. Good links with local schools ensures that children's interests and needs are effectively met. Links with other outside agencies are extremely strong.

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

Staff are confident of their responsibilities to safeguard children. They know the procedures to follow and fully understand, who to report any concerns to. The designated safeguarding officers provide leadership in this field. All staff complete safeguarding training and the manager monitors their knowledge through questioning and discussion and staff meetings. High priority is given to children's safety. Staff ratios are good and children are well supervised. Staff are sufficiently deployed throughout the nursery to ensure children's needs are effectively met. Comprehensive policies and procedures to promote children's health, safety and welfare are in place and successfully underpin the nursery's daily practice. For example, accidents and incidents are logged by staff as they occur and are regularly reviewed. A robust recruitment and vetting process is in place to check and monitor staff's suitability to work with children. All staff and students receive induction training and a checklist monitors they have been informed of all the relevant policies and practices. A written risk assessment is reviewed annually and comprehensive individual risk assessments are carried out for new activities and each outing outside the nursery. Records of complaints are accurately recorded and effectively managed. Each day, staff follow a checklist to help visually check the nursery is suitable and safe for children. Legally required records for children's welfare are accurately maintained, such as children's attendance records and medical records.

The provider and management team have an excellent understanding of their roles and responsibilities with regard to meeting all requirements of the Early Years Foundation Stage. Through effective monitoring of the educational programmes, the management team ensures that children are provided with a wide range of challenging experiences to support their good progress towards the early learning goals. This involves the management team monitoring the quality of planning and observing staff practice. The staff team are continually reflecting on what they do to improve the quality of the provision. Supervision and appraisal sessions offer staff support and identify opportunities for professional development. Staff have good opportunities to pursue training and develop their professional skills. The self-evaluation processes identify the settings strengths and target plans are in place to secure further improvements. Children and parents are involved in the process; their views are actively listened to and their ideas and suggestions implemented. The recommendations from the previous inspection have been fully met.

Parents are very complimentary about the nursery and make positive comments, such as 'we get good feedback from our children's key person every day'. They comment that staff are friendly and approachable and support children's learning and development well. Partnerships with external agencies and other professionals involved with individual children positively contribute to securing the support they need. Partnerships with schools and nurseries are extremely good and this is especially beneficial to ensure there is a coordinated approach to meeting children's individual needs. This contributes to children's progression and the smooth transition to their next stage of education.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

Unique reference number	EY394335
Local authority	Lancashire
Inspection number	944072
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	46
Number of children on roll	62
Name of provider	Hall Nurseries Ltd
Date of previous inspection	13/01/2010
Telephone number	01282 612086

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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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