

# Beanstalk Nursery & Daycare

East Lodge, Milton Hill, Steventon, ABINGDON, Oxfordshire, OX13 6BD

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|--------------------------|------------|
| <b>Inspection date</b>   | 07/01/2015 |
| Previous inspection date | 10/05/2011 |

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|--|-------------------------|---|
| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> | 3 |
|  | Previous inspection:    | 2 |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| The contribution of the early years provision to the well-being of children            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide a welcoming and caring environment. Children settle well into the routines of the nursery and enjoy the activities on offer.
- The new manager is a good role model for staff, helping them to improve their teaching skills. She has quickly identified the strengths of the staff team and areas for further improvement.
- Good opportunities are available for children of different ages to mix together, including siblings, which promotes positive social skills.

### It is not yet good because

- Staff do not make good use of space in the pre-school room. Children do not always have free access to resources covering all areas of learning and staff do not always present resources well. This reduces opportunities for children to extend and explore their play ideas.
- Although staff make regular observations and assessments of children's development, they do not always clearly identify challenging learning intentions for individual children to help them make more rapid progress.
- Younger children do not have access to a wide range of natural resources to help them learn more about the world around them.

## 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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities and routines with all age groups, both indoors and outside.
- The inspector completed a joint observation with the manager of an activity in the pre-school room during the afternoon session.
- The inspector held a meeting with the manager to discuss leadership procedures.
- The inspector talked to staff, children and a parent at appropriate points during the inspection.
- The inspector took account of children's development records, planning documentation, staff qualifications and training records, the nursery's existing self-evaluation form and current improvement plans.

## Inspector

Gill Little

## Full report

### Information about the setting

Beanstalk Nursery and Daycare registered in 2010 and is privately owned. The nursery is located in a lodge in the grounds of Milton Hill House in Steventon, Oxfordshire. The nursery has sole use of rooms in the lodge, including a separate room for babies. There is access to several enclosed outdoor play areas. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are 37 children on roll, all of whom are in the early years age range. The nursery opens on weekdays from 7am until 7pm all year, except bank holidays and a week at Christmas. The nursery receives funding for the provision of free early education for children aged three and four years. The nursery employs 10 staff, of whom nine hold relevant qualifications, including staff who have attained Early Years Professional Status. In addition, two staff are working towards further qualifications.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- plan the use of space in the pre-school room more carefully to enable children to freely access a wider range of well-presented resources to aid their development in all areas of learning, such as those to support mathematical development, role play and early reading
- ensure that staff use their observations and assessments of children's progress effectively to plan clear learning intentions and challenging activities for all children.

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

- develop a wider range of natural resources for younger children, both indoors and outside, in order to increase opportunities to learn about the world around them.

## Inspection judgements

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

Children are occupied and enjoy the activities on offer. Younger children focus well during singing sessions that help to promote their communication and language skills. They enjoy exploring resources in their rooms, such as jigsaws, bricks and sea-life toys, with appropriate support from staff. Young children enjoy some sensory experiences, such as painting with seashells or playing with leaves in the garden. However, they do not have

access to a wider range of natural resources, particularly outdoors, to help them learn more about the world around them.

Older children enjoy exploring the garden. They develop their physical skills, such as balancing, climbing, chasing and digging, with staff on hand to help them. They enjoyed a game of 'walking the plank' as they pretended to be pirates, and staff challenged them to jump further, helping to promote their confidence.

Indoors, pre-school children enjoy looking at books and listening to stories, although books were not very accessible and some children struggled to reach them. Children made a cardboard fire engine with staff, which helped to develop their understanding of people in the community who can help them. They focus well on threading activities, which promotes their physical skills, and they enjoy playing with a train track with their friends. Staff plan activities to cover all areas of learning. However, on the day of the inspection, staff were not making good use of space in the pre-school room. There was a lack of resources available for children to use to extend their mathematical development or to encourage role play. This reduced opportunities for children to further explore their play ideas and extend their learning.

Staff make regular observations and assessments of children's development from the time they start in the nursery. They know children well and develop good partnerships with parents, such as keeping them well informed of their children's progress. While some staff clearly identify challenging learning intentions for individual children, other staff only outline vague next steps for learning. As a result, the quality of the observation, assessment and planning process is not fully consistent and not all children are making the best progress possible. Overall, staff are supporting children adequately for their next stages in learning.

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

Staff offer a warm welcome and provide a caring environment for young children. They have well-established routines in place, which helps children to feel secure in the nursery. Good opportunities are available on a daily basis for children of different ages to mix together, such as during outdoor play and singing sessions. This approach enables siblings to spend time together and for older and younger children to learn from each other. The staff team is small and so they get to know children well, with the key-person system supporting secure relationships. Behaviour is good overall and staff take steps to support children to understand behavioural expectations so that they can play safely.

Children enjoy healthy snacks such as bananas, cucumber and bread sticks. Staff support children's understanding of healthy eating as they talk to them about the food they eat. Children play outdoors on a daily basis and regularly make use of the extensive grounds of the on-site hotel. These experiences enable them to enjoy the fresh air and exercise routinely.

While staff promote children's well-being successfully overall, they are not routinely

making good use of the learning environment to support children's all-round development.

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

The registered provider demonstrates through the operation of the nursery an adequate understanding of her responsibility to meet the requirements of the Early Years Foundation Stage.

The new manager has quickly identified the strengths of the staff team and areas for further improvement by carrying out audits, reviews and observations. She has involved staff in this process and welcomes feedback from parents. The new manager has a clear plan in place to develop the quality of teaching and learning, to improve resources and support staff training. She acts as a good role model for staff, actively supporting them as they work with children to improve their teaching skills, such as making suggestions of how to enhance activities. The new manager is aware of weaknesses in the use of children's assessments to inform further planning and is developing processes to improve this. She has organised training to identify the development of groups of children, as this is not currently in place. The new manager has reviewed the professional development and capabilities of staff, supporting them where appropriate and enabling further training and qualifications as necessary. Most staff hold qualifications to at least level 3, although the quality of teaching and learning does not always reflect this. Not all recommendations from the last inspection have been met, showing a lack of commitment by the registered provider to monitor these. However, improvements have been made to the garden for older children, enabling them to experience a greater range of physical challenges. The new manager shows a strong focus on self-evaluation and demonstrates a clear capacity to make improvements, but she has not been in post long enough to put all her ideas into practice.

Staff demonstrate a suitable understanding of safeguarding children procedures and they receive relevant training. The nursery is safe and secure. Staff supervise children closely to reduce the possibility of accidents. Clear procedures are used to assess the suitability of staff to work with children and to help them become familiar with their roles and responsibilities.

Staff develop good partnerships with parents, who comment positively on their children's experiences at the nursery. The new manager has plans to build up partnerships with other settings that children attend, or to which they will transfer, in order to promote consistency between settings.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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     |                      | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.   |
| Not met |                      | There were no children present at the time of the inspection. 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>     | EY415646                 |
| <b>Local authority</b>             | Oxfordshire              |
| <b>Inspection number</b>           | 832283                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 8                    |
| <b>Total number of places</b>      | 28                       |
| <b>Number of children on roll</b>  | 37                       |
| <b>Name of provider</b>            | Louise Frances Ann Bevan |
| <b>Date of previous inspection</b> | 10/05/2011               |
| <b>Telephone number</b>            | 07730056715              |

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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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