

Beacon Nursery

The Beacon, 25 College Street, St Helens, WA10 1 TF



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| Inspection date | 26 October 2016 |
| Previous inspection date | 22 August 2013 |

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|---|-------------------------|-------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Good | 2 |
| Quality of teaching, learning and assessment | | Good | 2 |
| Personal development, behaviour and welfare | | Good | 2 |
| Outcomes for children | | Good | 2 |

Summary of key findings for parents

This provision is good

- Staff support children of all ages to develop independence. Children feel a sense of achievement when they help with small tasks. They help brush up the sand and peel their own fruit at snack time.
- The management team has used additional funds to meet the needs of individual children effectively. Children have increased opportunities to be physically active, creative and to solve simple problems. This helps them be better prepared for their eventual move to school.
- Staff teaching during the daily routine is good. They use outdoor play, mealtimes and circle times effectively to help extend children's learning. Most children make good progress in their learning.
- The management team has established effective partnerships with other local providers. They exchange knowledge and expertise which help the managers and staff to reflect on their practice and implement new initiatives. Consequently, children's progress in specific areas of learning, such as mathematics, has improved.
- Children's behaviour is good. The staff are kind and caring. They act as good role models. They encourage positive behaviour and use praise effectively to support children's confidence and self-esteem.

It is not yet outstanding because:

- Planned, adult-led activities are not yet sharply focused enough on what children need to learn next. As a result, a small number of children are not sufficiently challenged in their learning to make even more progress.
- Staff do not make the most of opportunities to celebrate children's unique background. Children are sometimes not encouraged to develop their home language during play.

What the setting needs to do to improve further

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

- identify what individual children need to learn next during planned, adult-led activities that sufficiently challenge them even more in their learning
- celebrate children's unique culture more effectively that helps promote each child's home language.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager, deputy manager and the provider. She looked at relevant documentation, such as health and safety procedures and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Val Aspinall

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Managers ensure that staff have a clear understanding of how to protect children from harm. Ongoing staff training and staff meetings are used effectively to keep staff updated about new guidelines for safeguarding children. Staff are supported well with supervision and opportunities for continued professional development. This helps to develop their knowledge and qualifications further and has a positive impact on practice. Staff, parents and children are encouraged to make suggestions about how the nursery can be improved to benefit all children. For example, the daily menu has been improved to include a more substantial afternoon snack. In addition, the indoor learning environment has been reorganised to provide children with more opportunities to be physically challenged.

Quality of teaching, learning and assessment is good

Staff overall understand how young children learn well. The learning environment is stimulating, indoors and outdoors. Children enjoy taking part in fun, seasonal activities, planned to help them learn about the world around them. Staff provide lots of opportunities for children to refine their physical skills. Children roll dough, scoop sand and fill and empty jugs during water play. Staff read to children who enthusiastically join in with familiar phrases from their favourite stories. Younger children delight in finding animals to match the story and know the sounds they make. Young children enjoy dancing and singing. These activities help ensure children are active, motivated learners who are keen to communicate and are well prepared for their eventual move to school.

Personal development, behaviour and welfare are good

Children benefit from a welcoming and warm environment. Children become firmly attached to their key person. The management team offers a flexible approach to settling-in which is unique to each child and their family. Staff know children's individual needs and ensure they are met through well-established procedures. Children are encouraged to adopt a healthy lifestyle. They follow good hygiene routines, enjoy healthy meals and snacks and plant vegetables in the nursery garden. Children take part in daily outdoor activities which help to promote their physical development. They learn to climb and balance, taking appropriate risks as they learn new skills. Parents feel included. They say staff give them regular information about the progress their children are making.

Outcomes for children are good

All children develop a positive and enthusiastic attitude towards learning. Children of all abilities achieve well over time and in the main make good progress relative to their starting points. Children listen well, they follow simple instructions and ask questions. They are keen to share their experiences or say how they feel. Pre-school children make good progress in literacy; they see print, listen to stories and learn the sounds that letters make.

Setting details

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| Unique reference number | EY363360 |
| Local authority | St. Helens |
| Inspection number | 1065053 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 7 |
| Total number of places | 64 |
| Number of children on roll | 103 |
| Name of registered person | St Helens YMCA |
| Registered person unique reference number | RP524096 |
| Date of previous inspection | 22 August 2013 |
| Telephone number | 01744 750 848 |

Beacon Nursery was registered in 2007. The nursery employs 18 members of childcare staff. Of these, 16 hold appropriate early years qualifications between level 2 and level 5. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

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