

Inspection date	8 February 2017
Previous inspection date	10 February 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- The manager has worked hard to make the required improvements since the last inspection. Strong leadership and management processes ensure that progress is monitored and practice challenged to secure continuous improvement. The staff team have a clear vision and desire to provide the best outcomes for children.
- Children benefit considerably from a well-planned, stimulating nursery environment and good quality play resources that effectively meet all their learning needs. Children are motivated to explore and concentrate well during their chosen play.
- Children who speak English as an additional language, or have other communication difficulties, are effectively supported and welcomed into the group. For example, staff use some of the children's home language when they sing their 'hello' song and introduce simple sign language effectively. Children become increasingly confident communicators.
- Relationships are positive on all levels. Staff create a warm, friendly and safe environment where children are genuinely nurtured and parents are made welcome. Consequently children arrive happily and settle quickly in their play.

It is not yet outstanding because:

- Staff have not been clear to all parents about the important part they play in promoting their children's development; for example, by making sure that children's attendance is good, helping parents to understand the nursery's expectations and encouraging more reluctant parents to come into nursery each day.
- Some staff do not use narrative as effectively as others to promote children's language and thinking skills.

What the setting needs to do to improve further

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

- explore further options to help all parents understand the importance of their role in promoting their child's development; for example, by being clearer to parents about children's expected attendance, what they may bring into nursery and the importance of daily discussions.
- continue to support staff to use narrative language to talk about what they, and the children, are doing to support children's language and thinking skills.

Inspection activities

- The inspector observed children taking part in a range of activities both indoors and out.
- The inspector observed the quality of care and teaching and assessed the impact this has on children's learning, development and welfare.
- The inspector spoke with the manager, members of staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken with on the day of inspection.
- The inspector looked at children's records, planning documentation, evidence of the suitability of staff working in the provision and a range of other documentation, required for the safe and effective management of the provision.

Inspector

Elizabeth Patricia Edmond

Inspection findings

Effectiveness of the leadership and management is good

Robust self-evaluation and close links with the local authority are used effectively by staff to make positive changes. Consequently, improvements in monitoring the quality of teaching and learning are helping staff to target children's individual learning needs effectively. The process for tracking children's progress correctly identifies gaps, and leaps, in children's learning. Importantly, staff's precise knowledge of the individual children and their family situations enables them to use this information successfully to secure further improvements. Safeguarding is effective. Staff access a range of training and updates relevant to their roles. They understand procedures to be followed should they have concerns about children's wellbeing or the suitability of adults who work with children.

Quality of teaching, learning and assessment is good

The manager and staff team share what they know about the children so that their next steps can be carefully planned. This ensures that all children are supported to make good progress. Staff play alongside children and help them to think about how the sand flows as they play and how to identify and describe the animals. They extend this play further by introducing books on a similar theme at group time and by welcoming children's lively participation. The majority of parents say that they are well informed about their children's progress, that their children enjoy attending and they have learnt a lot of songs. Parents are very pleased with the progress their children are making, particularly in their language and mathematical development.

Personal development, behaviour and welfare are good

Staff understand how children's confidence and independence influences their learning and they plan the sessions accordingly. Children are very confident in the purposeful daily routines and their relationships with the staff. Children's behaviour is settled and their social skills are developing very well. Staff have high expectations of what children can do for themselves. For example, even the youngest children know where to find a tissue for their nose and can start to put their coat on to go outside. Children's health benefits from their daily engagement in a broad range of exciting outdoor play opportunities regardless of the weather. Children talk confidently about the different fruit and vegetables that they play with at the outdoor play kitchen and as they have their healthy mid-morning snack.

Outcomes for children are good

Children benefit greatly from the broad range of opportunities to play and learn independently indoors and out. They confidently select resources that they need for the dough, the water or their art work. They develop their understanding of the world around them as they pretend to be doctors in the role play area. Children count well and they demonstrate their understanding of mathematical language as they talk about how the train track will fit together. Children are captivated as they make shapes with their fingers in the foam in the outdoor water tray. They are praised warmly when they excitedly show adults what they have done. Children make good progress in all areas of their learning.

Setting details

Unique reference number	EY477550
Local authority	Leeds
Inspection number	1074337
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	17
Name of registered person	Helen Birch
Registered person unique reference number	RP516808
Date of previous inspection	10 February 2016
Telephone number	07576736707

Beanstalk was registered in 2014. It operates from Hillside Business Centre in Beeston, Leeds. The setting is open 8.30 am until 11.30 am, Monday to Friday, during term time only. There are currently four members of staff. Of these, two hold a recognised childcare qualification at level three, and the manager holds a Qualified Teacher Status. The nursery provides funded early education for two-, three- and four-year-old children.

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