

Beechwood Nursery

Shady Lane, Bromley Cross, Bolton, Lancashire, BL7 9AF



Inspection date

12 July 2017

Previous inspection date

11 January 2017

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

- Staff have worked hard since the last inspection and have addressed all areas of weakness. The staff team shares the same future vision for the nursery and regularly evaluates the service they provide.
- Staff have a good understanding of the early years foundation stage. They understand children's individual care and learning needs well. Staff plan activities which support children's all-round learning. This results in children making good progress in their learning.
- An effective key-person system is in place. Staff are positive role models and they nurture children's needs well. Children listen to staff and consider the needs of others. Children's behaviour is good.
- Partnerships with parents are strong. There is a wealth of different ways that information about the needs of children is shared. This helps to support a consistency of care for children.
- Partnerships with other health and education professionals are in place which support children's individual needs.

It is not yet outstanding because:

- Although the management team has a good overview of individual children's progress, they are not yet monitoring the progress made by different groups of children.
- At times, staff do not fully support children's understanding of how to compare quantities and use the language of size.

What the setting needs to do to improve further

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

- analyse how different groups of children are progressing in their development, so that interventions can be even more precisely targeted to children's needs
- use even more opportunities to explore children's understanding of mathematics, in particular comparing quantities and comparing different sizes.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke with staff, the management team and children during the inspection.
- The inspector completed a joint observation with the deputy manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation, such as children's development records, a sample of policies and procedures, evidence of the suitability of staff and processes for evaluating the nursery.
- The inspector looked at a range of written parental comments during the inspection and took account of their views.

Inspector

Elisia Lee

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. For example, staff are aware of the appropriate authorities to contact if they have any concerns about a child's welfare. The management team is pro-active in addressing areas of weakness and has a strong commitment to making further improvements in the future. Staff are supported through supervision meetings, training and observations of teaching. The management team often works directly with staff in rooms to model good practice and mentor staff. The manager completes assessments of children's learning as they progress through nursery so that gaps in learning can be addressed. As children prepare to leave for school, teachers are invited into the nursery to discuss children's needs with staff. This helps to reassure children as they move on to school.

Quality of teaching, learning and assessment is good

Staff regularly observe children as they play to identify their developmental stage. They plan a range of activities that supports children's developing skills and incorporates their natural interests. For example, babies enjoy exploring different textures as they play with sensory resources. Toddlers giggle with delight as they play a magnetic fishing game. Pre-school children enjoy going on a treasure hunt outdoors looking for key words from a favourite story. Staff sit alongside children as they play, encouraging them to attempt new things and to think about how resources can be used in different ways. Staff regularly assess individual children's progress to ensure there are no gaps in children's learning and development. Parents' views are always welcome and information shared by parents is incorporated into children's development files, so staff have a good understanding of children's skills.

Personal development, behaviour and welfare are good

The nursery is a welcoming and friendly environment. An effective key-person system is in place, which allows staff to nurture children's emotional well-being. For example, staff know which individual comforters children like to have if they are a little unsettled. Children are offered multiple settling-in sessions as they start at nursery, which allows staff to speak with parents to gain a deep understanding of children's needs. Staff encourage children to use good manners, share resources and be mindful of other children as they play. Healthy lifestyles are promoted well. For example, the nursery has a large well-resourced outdoor area that children access every day. This has recently been developed to include a digging patch for children. They thoroughly enjoy working with others to transport soil in wheel barrows. A range of healthy home-cooked meals and snack is prepared for children.

Outcomes for children are good

All children progress well from their individual starting points. They make their needs known, interact well with their peers and are confident and independent. They are well prepared with the key skills they need for future learning, including the move on to school.

Setting details

Unique reference number	403577
Local authority	Bolton
Inspection number	1083266
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 - 5
Total number of places	60
Number of children on roll	73
Name of registered person	Plas Tirion Ltd
Registered person unique reference number	RP524125
Date of previous inspection	11 January 2017
Telephone number	01204 303 168

Beechwood Nursery registered in 1984. The nursery employs 15 members of childcare staff. Of these, 13 staff hold recognised early years qualifications at level 3 or above. The nursery opens on Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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