

# Beanies Childcare

Clough Bank House, Edmund Road, Sheffield, South Yorkshire, S2 4EL



<b>Inspection date</b>	14 December 2017
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Information gained from observations of children's learning is not used effectively to inform the assessment of their achievements in all areas of learning. Therefore, planning for what children need to learn next is not consistently tailored to their needs.
- Staff do not consistently undertake accurate assessments of children's learning. The progress checks at aged two are not accurate and are not completed in a timely manner, to promote the good progress of all children.
- Some staff do not have a secure knowledge and understanding of how to promote children's learning and development and to engage them in purposeful activities.
- Staff do not gather sufficient information from parents when children first enrol to ensure they can plan effectively to meet children's individual needs, interests and stage of development right from the start.
- Self-evaluation is not fully effective in identifying improvements required to develop the nursery's practice.

### It has the following strengths

- Staff provide a welcoming environment and suitable opportunities for children to make choices in their play and learning.
- Children behave well. Staff promote positive behaviours: for example, they offer praise to reward children.
- Staff encourage children to lead healthy lifestyles. For example, children enjoy spending long periods playing outdoors, getting exercise and fresh air.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ ensure methods of assessment identify children's next steps in learning and plan activities that help children make consistently good progress</li> </ul>	02/01/2018
<ul style="list-style-type: none"> <li>■ complete the required progress check for children aged between two and three years and provide parents with a written summary of children's development in the prime areas and keep them informed of children's ongoing progress</li> </ul>	02/01/2018
<ul style="list-style-type: none"> <li>■ improve the quality of teaching, so that all staff engage children in consistently challenging activities.</li> </ul>	02/01/2018

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

- use self-evaluation more effectively to identify weaknesses within the provision and where action for improvement is needed
- gain more detailed information from parents to help identify children's developmental starting points, and use this information to more accurately plan activities and experiences from the outset.

### Inspection activities

- The inspector held discussions with the manager and spoke with children and staff at appropriate times throughout the inspection.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector looked at relevant documentation, including children's records and evidence of the suitability of staff. She discussed the nursery's self-evaluation.
- The inspector took into account the views of parents spoken to on the day of the inspection.

### Inspector

Rachael Barrett

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

Although the manager has evaluated the quality of the provision and recognises some areas of weakness, she has not identified all areas for improvement. The monitoring of staff's teaching practice and children's learning experiences is not fully effective. The manager provides regular supervision for staff and encourages them to undertake training, including gaining qualifications. However, this has not been fully successful in improving outcomes for children. Safeguarding is effective. Staff understand their role in recognising and reporting concerns to help protect children from harm. They undertake regular risk assessments and supervise children closely to keep them safe. Additional funding is used well, such as obtaining resources to support children who learn through sensory experiences.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not provide consistently good levels of teaching to support children's learning and development effectively. Methods for monitoring and assessment of children's progress by staff are variable in accuracy and quality. Staff do not always complete the required progress check for children between the age of two and three years, and where they do, children's development is not always reviewed sufficiently. Staff do not ensure that they gather enough information from parents when children enrol. As a result, they do not identify and plan for appropriate next steps in children's learning. Despite this, children generally enjoy activities and their time at nursery. Staff support children who speak English as an additional language and communicate effectively with them. The manager monitors the outcomes of different groups of children to help ensure any gaps in achievement are narrowed.

### **Personal development, behaviour and welfare require improvement**

Staff do not consistently support children to keep them engaged in activities. As a result, they are not fully engaged in their learning. Staff form positive relationships with children. They provide a warm and caring approach to children and comfort them when needed. The staff promote children's physical development. For example, children have races on their scooters and trikes, and they use brushes and rollers to paint the walls and windows. Staff promote the importance of eating healthily and being hygienic. For example, they provide healthy snacks and encourage children to wash their hands before eating. Staff provide appropriate support to help children learn about expected behaviour, such as reminding them to sit properly on their chairs and not to run inside.

### **Outcomes for children require improvement**

Weaknesses in teaching mean that not all children make the good progress of which they are capable. However, children do gain some skills ready for future learning, such as developing independence in health and self-care. Children are confident and form good friendships with each other. They make choices about what to play with. Children are learning to accept the differences between people and cultures.

## Setting details

<b>Unique reference number</b>	EY495658
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	1031651
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Beanies Childcare Partnership
<b>Registered person unique reference number</b>	RP906934
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01142720259

Beanies Childcare registered in 2015. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 3. The manager holds early years professional status. The nursery opens from Monday to Friday during term time. Sessions are from 8am until 6pm.

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