

# Beaulieu Park Day Nursery

Beaulieu Park Day Nursery, 9 Albemarle Link, Chelmsford, CM1 6AH



<b>Inspection date</b>	27 March 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

- Effective monitoring and evaluation ensure that all children, including groups of children with identified needs, are supported well. Staff initiate interventions to ensure that children receive the support they need and make good progress in their learning.
- Staff have effective partnerships with external agencies and professionals. They consistently share information to promote children's learning and development.
- Children eat a wide range of nutritious meals and snacks. The nursery chef prepares healthy meals that meet the children's dietary requirements. He and the staff work together effectively to ensure that children's specific mealtime requirements are met.
- Children make independent choices and staff promote their interests. Pre-school children explore a wide range of resources in the Montessori area and develop strong physical skills. They confidently pour, organise and group resources effectively.
- Children's speech and language development is promoted well. For example, young babies enjoy regular opportunities for singing nursery rhymes. In addition, staff promote the use of sign language to further develop children's communication skills.

### It is not yet outstanding because:

- Supervisory meetings to enhance staff's professional development are not consistent in focusing sharply enough on raising practice to the highest level.
- On occasions, staff do not recognise when to adjust their teaching to present even more challenge for the most able children.

## What the setting needs to do to improve further

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

- strengthen supervisory meetings to promote staff's professional development and increase the potential to deliver the highest-quality provision
- adapt teaching to provide more challenge for the most able children.

### Inspection activities

- The inspector spoke to a number of parents during the inspection and took account of their views with further written feedback provided.
- The inspector spoke with staff and children at appropriate times throughout the inspection and she sampled a range of children's learning profiles.
- 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's operational manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery and the complaints and safeguarding records.

### Inspector

Jo Rowley

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff attend regular training to support their understanding of child protection. They know the procedures to follow and the professionals to report to if concerns are raised about children's welfare. Staff are aware of and follow robust policies and procedures to safeguard children. Staff supervise children effectively and ratios are met. Robust recruitment and induction procedures ensure that staff are suitable to manage their roles and responsibilities. Children are cared for in a safe and secure environment. Staff complete regular risk assessments to ensure that the environment, resources and equipment are safe and suitable for children to use. In addition, children develop a good understanding of safety. For example, children in the pre-school room take turns at being a 'safety monitor'. They understand their role in identifying risks and hazards and helping children to play safely. Staff have strong partnerships with parents, who speak highly of the staff team. Parents contribute to their children's initial assessment during their settling-in sessions. Staff encourage parents to support and share information about their children's learning and development at home. They consistently inform parents of their children's progress.

### Quality of teaching, learning and assessment is good

Staff complete regular observations, assess children's progress and use their next steps in learning to plan activities that interest children. For example, children explore the feel of noodles mixed with other ingredients. Their mathematical development is promoted well, as staff encourage children to make estimations about which is longer and shorter. Staff encourage children's physical development. Children explore the outside area and select activities of their choice. Staff support children's developing literacy skills. For example, older children write their name as they self-register their attendance.

### Personal development, behaviour and welfare are good

The well-qualified staff team promotes an effective key-person system that helps babies and children to form secure attachments. Staff promote children's health and well-being. For example, they follow effective procedures to ensure that accidents and emergencies are dealt with appropriately and medication is administered effectively. Staff manage children's behaviour well. They are consistent in their approach to helping children learn right from wrong. Babies and young children are happy and settled. They form strong relationships and develop firm friendships with other children and staff.

### Outcomes for children are good

All children make good progress in their learning given their starting points and capabilities. They are motivated and eager to join in with activities and experiences that support them in acquiring the key skills they need for future learning.

## Setting details

<b>Unique reference number</b>	EY500476
<b>Local authority</b>	Essex
<b>Inspection number</b>	1133199
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	145
<b>Number of children on roll</b>	105
<b>Name of registered person</b>	Beaulieu Park Day Nursery Limited
<b>Registered person unique reference number</b>	RP901177
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01245 462932

Beaulieu Park Day Nursery registered in 2016. The nursery employs 16 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday from 7am until 7pm for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

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