

# Beech House Day Nursery

10 Huyton Church Road, Huyton, Knowsley, Merseyside L36 5SJ



<b>Inspection date</b>	13 August 2018
Previous inspection date	10 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of 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

### The provision is good

- The established and qualified team are led well. The management team ensure staff understand and meet their professional responsibilities effectively. Together, they evaluate practice and strive to improve. The recently adapted outdoor environment provides children with a wide variety of stimulating resources to capture their interest.
- Teaching is good. Staff are particularly skilled at supporting children's communication and language and mathematical awareness. Small-group times are used effectively to develop children's talking and listening skills. Children join in stories and repeat familiar refrains, count and sing songs.
- The manager and her team swiftly identify children who need additional support to meet their developmental milestones. This is especially evident for those children who need extra support in speaking. Very effective partnerships with a range of professionals ensure children catch up quickly.
- Children enjoy warm, nurturing relationships with their key person. Their emotional needs are prioritised. Staff assess their levels of well-being and have a good knowledge of their family circumstances.

### It is not yet outstanding because:

- For some children, assessments of progress are less thorough. Planned activities do not always focus sharply on what individual children need to learn next.
- While parents do receive a termly progress summary for their child, previously effective methods of helping parents to support their child's learning at home even more have lapsed.

## What the setting needs to do to improve further

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

- enhance planned activities for children by more precisely identifying what each child needs to learn next
- extend opportunities for parents to contribute to their child's learning and to continue their learning at home.

### 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 had a tour of the premises and spoke with staff and children at appropriate times during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and deputy manager. She looked at relevant documentation 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 in written feedback.

#### Inspector

Val Aspinall

## Inspection findings

### Effectiveness of leadership and management is good

The manager implements effective monitoring and evaluation systems. She knows her staff team well and identifies who might benefit from additional training to help them support children's learning even more effectively. For example, two staff have completed specialist training to support children's speaking and listening development. In addition, the nursery has been awarded accreditation from a national organisation. The manager analyses children's assessment data in order to identify gaps. She sources support from the local authority early years team to help drive improvement. Safeguarding is effective. Staff can recognise when a child's welfare may be at risk and know how to refer any concerns they may have. Parents comment positively about the care their children receive and the progress they make.

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

Staff find out what children can already do when they start. They regularly observe children and plan small-group activities to help them make good progress. For example, toddlers enjoy listening to and engaging with another toddler named Lizzie. Lizzie is a large puppet who helps them understand how to hug their friends or know what is going to happen next, such as getting ready to play in the garden. Pre-school children are taught to write their names and use their fingers to count. Children confidently count up to ten and some recognise numerals and understand simple addition and subtraction. Babies have access to lots of sensory activities. They explore paint, mud and sand. Children who speak languages in addition to English make good progress in acquiring English and have opportunities to hear and use their home language in play. Additional funding is used effectively to boost children's attainment further.

### Personal development, behaviour and welfare are good

Children are well behaved. They listen to the simple instruction staff give them and cooperate with each other. Staff monitor children's well-being and levels of involvement in activities to ensure all children feel included. Good levels of information are exchanged between staff when children move from one room to another, helping them to settle quickly. Children develop good levels of independence. For example, toddlers spread jam on their toast and try hard to put on their own coats. Pre-school children make their own sandwiches and manage their own self-care needs. Children are full of fun and enthusiasm, they make great use of the very well-resourced indoor and outdoor environment. Children balance on stepping stones and tyres, they roll balls down tubes, play catch and practise road safety as they hold up stop-and-go signs to children riding wheeled toys on the roadway.

### Outcomes for children are good

Children show how confident they are as they busily go about their play or chat to their friends. They are keen to share their thoughts with staff and visitors. For example, they talk confidently about where they have been on holiday or explain what they are making. They are inquisitive and keen to join in activities. They happily concentrate as they draw detailed pictures or make models from play dough. Children are well prepared for moving on to school.

## Setting details

<b>Unique reference number</b>	313076
<b>Local authority</b>	Knowsley Metropolitan Borough Council
<b>Inspection number</b>	10064032
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	55
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Moore, Joan
<b>Registered person unique reference number</b>	RP910174
<b>Date of previous inspection</b>	10 August 2015
<b>Telephone number</b>	0151 289 5224

Beech House Day Nursery registered in 1997. The nursery employs 11 members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and two at level 2. The manager holds a level 6 qualification. The nursery opens from Monday to Friday all year round. Sessions are from 8am until 5.30pm. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

