

Beanies Childcare

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



Inspection date	9 November 2018
Previous inspection date	14 December 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires improvement	3
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 management team has successfully addressed the areas for development identified at the last inspection. There are clear action plans in place to help support continued improvements that benefit children.
- Experienced and qualified staff are skilled in supporting children who have special educational needs (SEN) and/or disabilities. They work very effectively with other professionals to plan carefully for children's needs. All children make good individual progress based on their capabilities.
- Staff learn strategies from speech therapists to support children's early speaking skills. This has a positive impact on all children's early communication development, including those who speak English as an additional language.
- The management team uses additional funding well to support children's individual learning needs. For example, leaders organise outings to wildlife parks to support children's understanding of the world.
- Staff have increased the information they gather from parents when children first enrol. They organise parents' evenings to discuss children's progress and share ideas for learning at home. Staff work in partnership with parents effectively to support children's continuity of learning.
- Staff attended training to find different ways to support children's health and well-being. Children are encouraged to ride their bike to and from nursery, closely supervised by parents. They have good opportunities to develop their safety awareness, co-ordination and large-muscle skills.

It is not yet outstanding because:

- Although suitable performance management systems are in place, leaders do not place a strong enough emphasis on incisively evaluating staff's practice to help raise the quality of teaching to an outstanding level.
- Although the leadership team monitors children's individual progress, systems to track different groups of children or entire cohorts are in their infancy.

What the setting needs to do to improve further

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

- strengthen professional development and support all staff further, to raise the quality of teaching to a higher level
- build on the monitoring systems for tracking children's progress, to sharpen the identification of gaps in children's learning as a whole group and inform practice.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the provider.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector
Jane Tucker

Inspection findings

Effectiveness of leadership and management is good

The management team strives to provide the highest quality care and learning for children. They use many methods to evaluate their provision, such as quality improvement programmes. The management team is proactive in making positive changes that benefit children. The arrangements for safeguarding are effective. All staff complete child protection training and the management team tests their knowledge regularly through on-the-spot questioning. Staff understand the reporting procedures if they have a concern about a child in their care. They know how to recognise when a child might be at risk of harm, such as from extreme behaviours and views. The management team uses rigorous employment and induction procedures to ensure staff are suitable for their roles. Leaders build effective working partnerships with teachers from the local school to help promote good continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff observe children to understand their level of achievement, interests and learning styles. They use this information to inform their assessments and to plan for children's next steps in learning. Staff engage children in purposeful play. Toddlers take part in circle-time activities. They wave to their friends as they join in with the good morning song. Toddlers copy actions to 'reach up to the sky and stretch down low'. They take turns to choose an item from a bag that represents a song. Toddlers pretend to rock their baby as they listen to staff sing well-known rhymes. Staff emphasise the initial sounds in words as they introduce puppets, such as 'Poppa Penguin'. They read stories using good intonation and enthusiasm. Older children listen attentively and answer questions about characters in books. Staff support children's literacy development well.

Personal development, behaviour and welfare are good

Staff manage children's entry into the nursery well through flexible and effective settling-in procedures. They support movement between rooms and invite teachers to visit the nursery to meet children who will be starting school. Staff prepare children well to be emotionally ready and confident for the next stage in their learning. Children have daily opportunities for fresh air and exercise. They ride wheeled toys and enjoy making marks with wet sponges outside. Toddlers and older children develop their understanding of hygienic self-care routines as they independently wash their hands before eating. Staff invite parents in to talk about their home cultures. Children gain very positive attitudes to others as they learn about the lives of people who are familiar to them. Their behaviour is good because they are busy, engaged and happy in their play.

Outcomes for children are good

Children, including those in receipt of funding, make good individual progress in their learning and development. They are gaining key skills they will need for their move on to school. Children learn about seasons and use autumn foliage in their creative play. Older children recite numbers in order to five as they line up their pretend dogs. They use words, such as 'big' and 'little', to demonstrate their understanding of size differences. Older children talk about empty and full when filling water containers outside.

Setting details

Unique reference number	EY495658
Local authority	Sheffield
Inspection number	10079666
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 5
Total number of places	32
Number of children on roll	25
Name of registered person	Beanies Childcare Partnership
Registered person unique reference number	RP906934
Date of previous inspection	14 December 2017
Telephone number	01142720259

Beanies Childcare registered in 2015. The nursery employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3 and four are unqualified. The manager holds early years professional status. The nursery opens Monday to Friday during term time only. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

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