

Beanstalk Nursery & Daycare

East Lodge, Milton Hill, Steventon, ABINGDON, Oxfordshire OX13 6BD



Inspection date	30 November 2018
Previous inspection date	10 December 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of 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 is a provision that requires improvement

- The manager does not monitor staff's practice effectively to identify what staff need to do to improve the quality of their teaching. Teaching is variable and does not support children to make consistently good progress in their learning.
- Some staff do not make accurate assessments of children's development. This does not give parents a clear picture of where children are in their learning.
- Staff do not identify next steps in learning that are matched precisely to what children need to learn next. For example, they set targets for learning in areas that children have already achieved or that are too challenging for younger children.

It has the following strengths

- The manager has successfully addressed the weaknesses linked to staff's knowledge of safeguarding identified at previous Ofsted visits. The premises are now secure and the required staff-to-child ratios are consistently met.
- Staff build strong, caring relationships with children and meet their care and health needs well. They successfully help children to manage their feelings and support them to share toys and take turns. Children benefit from daily fresh air and exercise.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve systems for staff supervision to thoroughly evaluate the quality of teaching and accurately identify what staff need to improve upon, to make sure teaching and learning are consistently good	01/04/2019
make effective use of information from observations to assess children's development accurately and to identify and address gaps in their learning quickly	01/04/2019
ensure children's next steps in learning are reflective of what children need to learn next and use this information effectively to support children to make the best possible progress in their learning.	01/04/2019

Inspection activities

- The inspector observed children's play during indoor and outdoor activities.
- The inspector looked at a sample of documentation, including staff's suitability checks and qualifications.
- The inspector spoke with the staff, children and parents at appropriate times during the inspection. She held a meeting with the manager and discussed plans for improvement with a representative from the local authority.
- The inspector conducted a joint observation with the manager in the pre-school room and a further joint observation with the deputy manager in the toddler room.

Inspector
Melissa Cox

Inspection findings

Effectiveness of leadership and management requires improvement

The manager and deputy do not use information from observations of staff practice well enough to identify areas where staff need to develop their knowledge and skills. Despite this, the manager monitors children's progress suitably overall and takes some steps to address any emerging differences in learning. For example, they have introduced new resources to support boys' progress in mathematical development. Safeguarding is effective. Staff have a suitable understanding of the procedures to follow if they have concerns about a child's welfare or the behaviour of another adult. The manager takes effective steps to follow up on any concerns staff have about children's safety. She implements secure recruitment processes to ensure staff's suitability to work with children. The manager uses the views of parents, staff and professionals, including the local authority, to improve the quality of the provision.

Quality of teaching, learning and assessment requires improvement

Although staff are well qualified, the quality of teaching varies and is not consistently good. At times, the activities on offer and the quality of staff interactions do not provide children with the right levels of challenge to motivate them to learn. Older children wander between activities. Some staff support children effectively to build on what they know and can do. For example, they help children to count resources, challenging them further by adding one more each time to extend learning. Staff in the baby room support young children's early communication skills. For instance, they use simple words and actions to help children communicate their needs.

Personal development, behaviour and welfare require improvement

Staff provide an interesting learning environment, but they do not use the resources well enough to support children's learning. They promote children's good health and ensure children's dietary needs are observed at mealtimes. Staff help children to develop their independence. For example, they have revised the lunchtime routine, to give older children more opportunity to serve food onto plates and handle cutlery correctly. All children enjoy the space and resources outdoors, where they have good opportunities to balance, climb and use wheeled toys. Staff teach children to manage their own safety well. Children learn how to handle equipment safely, such as scissors, during craft activities.

Outcomes for children require improvement

The weaknesses in the quality of teaching and assessment do not support children to make the best possible progress. Older children do not sustain their concentration at activities. Despite this, children are beginning to develop some skills in readiness for school. Babies enjoy throwing balls and looking at books with staff. Toddlers show some curiosity as they hunt for fossils in the sand. Pre-school children identify sea animals in water play and make observations when resources float and sink.

Setting details

Unique reference number	EY415646
Local authority	Oxfordshire
Inspection number	10065477
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	33
Number of children on roll	49
Name of registered person	Bevan, Louise Frances Ann
Registered person unique reference number	RP905604
Date of previous inspection	10 December 2015
Telephone number	01235 821651

Beanstalk Nursery and Daycare registered in 2010. It opens Monday to Friday, from 7am until 7pm all year, except bank holidays and a week at Christmas. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are 10 members of staff, of whom five hold relevant childcare qualifications to level 3 or above, including the manager who has achieved early years professional status.

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.

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