

# Spring - Beacon and Cedars

Beacon Heath Childrens Centre, Pendragon House, Exeter EX4 8LZ

<b>Inspection date</b>	7 December 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	Previous inspection:	Not applicable	

Effectiveness of leadership and management	Inadequate	4
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Quality of teaching, learning and assessment	Good	2
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Personal development, behaviour and welfare	Inadequate	4
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Outcomes for children	Good	2
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## Summary of key findings for parents

### This provision is inadequate

- Staff do not have an adequate understanding of the possible signs of abuse. Some do not follow the procedures if they have concerns about children's welfare. This compromises children's safety.
- When staff have shared concerns about children with senior staff, the manager has been unaware. This means she has not responded to child protection concerns.
- The manager has failed to identify weaknesses in staff understanding of child protection issues. This has led to the significant gaps in safeguarding practice.
- The manager does not provide effective supervision for staff to help them discuss sensitive issues and promote the interests of children.

### It has the following strengths

- The quality of teaching is good. Children make typical progress from when they start at the pre-school.
- Children benefit from exciting learning opportunities, inside and outside, which keep them engaged and motivated to learn.
- Parents are complimentary about the care provided. They particularly like the friendly staff and how information is shared about what their child does each day.

## 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
ensure staff have up-to-date knowledge about child protection matters; this includes correctly identifying signs of possible abuse and sharing the information with those who need to know	11/01/2019
ensure staff understand the procedures to follow in the event of a child protection concern	11/01/2019
ensure the manager is aware of all children where concerns have been raised and make sure that, where appropriate, information is shared with agencies that have responsibility for child protection	11/01/2019
ensure staff receive effective supervision to help them discuss sensitive issues and promote the interests of children.	11/01/2019

### Inspection activities

- The inspector observed the quality of teaching and the interactions between the staff and children.
- The inspector met with the manager and spoke to staff and children at appropriate times during the inspection.
- The inspector scrutinised a range of documentation, including information from other agencies, safeguarding records and children's assessment records.
- The inspector completed a joint observation with the manager.
- The inspector sought the views of parents.

#### Inspector

Vanessa Redmond

## Inspection findings

### Effectiveness of leadership and management is inadequate

Safeguarding is ineffective. Staff do not have an adequate understanding of child protection matters. They do not follow correct procedures when they have concerns about children's welfare. Staff are unable to identify possible signs of abuse, including unexplained injuries to children. When concerns about children's welfare are identified, information is inaccurate and is not shared appropriately. Supervision for staff is ineffective. The manager has failed to identify weaknesses in staff understanding of child protection matters. She is unaware that staff have raised concerns with senior staff about the safety and well-being of children. These concerns have not been acted upon and this combination of failures puts children at risk of harm.

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

Skilled staff provide a wide range of high-quality, accessible resources and interesting activities that engage children. Staff know what children are capable of doing and what interests them. Staff help them extend their vocabulary and allow them time to think and respond when asked a question. For example, staff ask what an angry dinosaur might look like. Staff use mathematical language throughout the day to teach children about shape, size and colour. Children enjoy counting and measuring. For example, they join in with a cooking activity and help weigh and measure ingredients. They have ample opportunity to perfect their dexterity by carefully putting the mixture into cake cases. Children are engrossed in their play and staff know when not to interrupt them. When children do need to put things away, they are given enough time to prepare for the change. Staff provide lots of praise to children for their efforts and children have a can-do attitude.

### Personal development, behaviour and welfare are inadequate

The manager has failed to ensure that the safeguarding and welfare requirements are met, which has a significant impact on children's safety and well-being. However, staff are positive role models for children. They know the children well and are kind and caring. Children have strong attachments to staff and will go to them when they are upset. Children are familiar with the pre-school routines, follow rules and generally behave well. For example, they help to tidy away the toys. Children enjoy wholesome and nutritious meals. Lunchtime is a calm and sociable experience and children have good table manners.

### Outcomes for children are good

Children make typical progress from their individual starting points and develop the skills they require for the next stage in their learning. There are good links with local schools. Teachers from these schools come in and talk to the children, which helps them with the transition. Children enjoy stories and join in with singing. They have lots of opportunity to be physically active, which helps them use their muscles and contributes to their overall health. Children care about each other. For example, when there are not enough scissors on the table for all, children will get additional scissors without being asked so no one is left out. Children's independence is promoted. For example, they serve themselves at mealtimes and clear their plates when they have finished eating. They put

their own coats on and attend to their personal needs.

## Setting details

<b>Unique reference number</b>	EY554337
<b>Local authority</b>	Devon
<b>Inspection number</b>	10082640
<b>Type of provision</b>	Sessional 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>	2 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	37
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01392 204 669

Spring - Beacon and Cedars nursery registered in 2018. It is open Monday to Friday from 7.30am until 6pm all year round. There are six members of staff employed to work with the children. Of these, two hold qualifications at level 6, one at level 4 and two at level 3. The nursery receives early education funding to provide free places for children aged two, three and four years.

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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