

Spring Beacon

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



Inspection date	7 May 2019
Previous inspection date	7 December 2018

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
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

This provision is good

- Managers and staff have attended safeguarding training and reviewed their procedures. This has resulted in significant improvements in the knowledge and understanding of their safeguarding responsibilities for children.
- Children's personal and emotional well-being is supported effectively. Caring and attentive staff take time to build positive relationships with children and their families.
- Staff make very good use of mealtimes to support children's social and physical skills. Each day, two children are chosen to assist the chef. They proudly wear a chef's hat and apron and lay out the tables with cutlery and crockery. Staff model appropriate table manners and engage children in friendly conversations.
- Partnerships with parents and carers are strong. Staff share regular updates, for example, through online systems and regular meetings. Staff provide good quality information about their child's progress. Parents speak highly of the care and support they receive.
- The nursery chef is dedicated in her role to help children and their families learn more about healthy foods. The nursery is part of a nationwide surplus food redistribution scheme. Each weekday, she collects the donations, and families may choose from the quality foods in the pre-school's reception area. In addition, the nursery chef provides recipes for families to try at home.
- Staff skilfully organise an exciting environment, indoors and out. There is a very good range of high-quality resources for children to access and make choices about their play. As a result, children quickly settle and become enthusiastically engaged with a variety of interesting activities.
- The managers do not have fully established systems to successfully monitor and review the performance of the staff team, to promote the quality of teaching to the highest level possible.
- At times, staff miss opportunities to support children who speak English as an additional language, to help them make better progress in communication and language skills.

What the setting needs to do to improve further

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

- continue to develop the monitoring and review of staff's performance, to promote the quality of teaching to the highest level possible
- make the most of all opportunities to support children who speak English as an additional language, to help them to make better progress in communication and language skills.

Inspection activities

- The inspector observed the quality of teaching and assessed the impact this has on children's learning and development.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the management team of the nursery.
- The inspector looked at children's assessment and planning documentation and checked evidence of suitability and qualifications of staff.
- The inspector spoke to staff and children at appropriate times during the inspection.
- The inspector took account of the views of the parents spoken to on the day.

Inspector

Linda Williamson

Inspection findings

Effectiveness of leadership and management is good

The managers have high aspirations for the pre-school and implement effective systems to drive improvements for the benefit of children and their families. They use additional funding well to develop children's knowledge, skills and abilities through a national music and movement programme. This helps all children make good progress. Safeguarding is effective. Staff complete precise records of concerns and understand child protection referral steps well. The managers use their experience and knowledge well to monitor the progress children make. Any gaps in learning and development are quickly identified, and children swiftly receive any additional support they may need. Staff and parents make effective use of a software application. For example, daily observations of children's play are shared, and parents receive valuable suggestions to extend learning at home. There are strong links with other professionals. This helps to provide specialist advice to support the well-being of children and their families.

Quality of teaching, learning and assessment is good

Staff regularly observe children and make accurate assessments of their levels of development. They plan a good mix of child-led and adult-guided activities, that support children to successfully achieve the next steps in their learning. For example, staff encourage children to think about the size and position of wooden blocks to successfully construct a large ramp to cycle up and down. Children show a love of reading and frequently ask staff to share books. Staff support children to predict what will happen next and to join in with repeated refrains from their favourite stories. Staff provide lots of opportunities for children to increase their knowledge of the natural world. For example, children excitedly feed the tadpoles and confidently describe their shape, what they eat and explain the difference between tadpoles and frogs. Children keenly say, 'The front legs come first.'

Personal development, behaviour and welfare are good

Staff regularly praise children's positive behaviour, for example when they wait patiently or share toys. This helps children behave very well. Staff sensitively explain to children about how to play carefully together, and children learn how to keep themselves and others safe. For example, children enjoy pretending to be superheroes with their 'special power sticks' and staff effectively support children's interests in this. Children learn about the importance of following good hygiene routines. This is evident when staff support children to brush their own teeth correctly before mealtimes. Children proudly exclaim, 'My germs have all gone!'

Outcomes for children are good

Children gain the skills they need for future learning and starting school. They respond well to instructions. For example, they keenly help to put away resources in the correct boxes. Older children can recognise their name, and all children enjoy exploring the marks they make using a range of media. Children use numbers and count confidently in their play. Children take off their shoes on arrival and place them in the basket. This helps to encourage good levels of independence and self-care skills. The positive relationship with local schools helps children to move on in their education.

Setting details

Unique reference number	EY554337
Local authority	Devon
Inspection number	10090766
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	40
Number of children on roll	42
Name of registered person	Action For Children Developments Ltd
Registered person unique reference number	RP539433
Date of previous inspection	7 December 2018
Telephone number	01392 204 669

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

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