

Beach Babies

84 Green End, Landbeach, Cambridge CB25 9FD



Inspection date	19 August 2019
Previous inspection date	12 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff work closely with outside agencies and have exceptional links with staff at local primary schools. Children move on to school fully prepared.
- Staff use rigorous assessments to accurately monitor the rapid progress children make. Any gaps in learning close quickly.
- The outside area provides an exceptional learning environment. Children are highly motivated and easily select from an extensive range of high-quality resources.
- Partnerships with parents are impeccable. Parents describe the setting as 'absolutely amazing' and a place where 'nothing is ever too much trouble for staff'.
- Children exhibit exemplary behaviour. Staff are excellent role models who offer caring guidance and excellent support.
- Older children show kindness and sensitivity when playing around younger children. They take risks confidently and know exactly what they must do to keep themselves safe. For example, while climbing, they move only to where they feel safe and comfortable and make sure that other children are not underneath them.
- Children's transitions through each base room within the nursery are well thought through. Therefore, children are able to make the change with ease and settle extremely quickly.
- Attention to ongoing training relating to teaching and learning is excellent. However, emphasis on developing staff knowledge and practice in relation to their statutory responsibilities is not as effective.
- The provider and management team take time to monitor staff's ongoing performance. However, the provider does not make certain that there is a highly effective system in place to review staff's knowledge and understanding of all their statutory duties.

What the setting needs to do to improve further

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

- strengthen procedures for staff professional development, with particular regard to statutory duties and responsibilities
- review and more precisely evaluate the current system for monitoring staff knowledge and understanding of their statutory duties.

Inspection activities

- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector discussed an evaluation of an activity with the provider and pre-school teacher.
- The inspector held several discussions with the provider, management team, staff and children.
- The inspector looked at relevant documentation, including evidence of the suitability of persons working with children. The inspector discussed with the provider, management team and staff, how they reflect on practice.
- The inspector took account of the views of parents through discussions during the inspection process and written feedback.

Inspector
Lynn Clements

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. The provider and management team are currently working very closely with the local authority to further develop their knowledge and understanding of statutory child protection procedures. The provider and management team have recently made very good changes to required records and procedures to bring all safeguarding practice more in line with legislation. They have an extremely good attitude to undertaking required training. This means that they have successfully implemented new systems and acquired the relevant knowledge to help management and staff protect children's welfare effectively. Reflective practice takes into account the ideas and opinions of staff, parents and children. This is used to inform continuous improvements.

Quality of teaching, learning and assessment is outstanding

All staff are experienced and skilled and have a deep understanding of children's individual needs. They provide exciting and challenging activities that reflect children's interests and seek to challenge their thinking by asking thought-provoking questions. For example, children in the pre-school room thoroughly enjoy debating sessions. They learn to extend their thinking beyond themselves. For instance, through discussion children develop their understanding that we do not all like or see things in the same way. They share their thoughts and conceptions about everyday items, such as the usefulness of a telephone. Toddlers explore movement as they create towering marble runs, while babies enjoy an exceptional range of sensory activities and experience many different types of textures. Children develop excellent physical skills, for instance babies learn to balance on low-level ramps, as they refine their developing walking abilities. Older children thoroughly enjoy playing in the orchard, where they practise foresting skills. The quality of teaching is excellent and staff model perfect language skills as they prepare children for the next steps in their learning.

Personal development, behaviour and welfare are outstanding

Staff show the utmost care and attention towards children, which helps them to settle quickly. Parents are well informed of their children's development level. They are regularly invited to share their skills in the nursery along with information relating to their children's ongoing achievements. Children are actively encouraged to become fully independent from a very young age. Tasty hot meals are prepared on site and children are offered a selection of nutritionally balanced, healthy snacks. These include fresh fruit and vegetables that the children help to grow in their nursery garden.

Outcomes for children are good

All children, including those with special educational needs, are exceptionally confident and engaged in learning. They delight in finding new ways to do things and show energy, enthusiasm and excitement when learning new skills. Children show a determination to succeed when things first appear difficult. For example, when finding a large log for their play campfire, children initially begin dragging it but quickly realise it is too heavy. They solve this problem effectively by rolling the log a short distance to its intended spot.

Setting details

Unique reference number	EY285216
Local authority	Cambridgeshire
Inspection number	10119617
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	1 - 4
Total number of places	38
Number of children on roll	64
Name of registered person	Beach Babies Limited
Registered person unique reference number	RP905130
Date of previous inspection	12 April 2016
Telephone number	01223 860060

Beach Babies registered in 2004 and is privately owned. The nursery is open each weekday from 7.30am until 6pm for 51 weeks of the year, with the exception of bank holidays. The nursery employs 20 members of staff who work directly with the children. Of these, four members of staff hold degree status and eight hold relevant qualifications at level 2 or level 3. The nursery provides funded early education for two-, three- and four-year-old children.

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