

Inspection of Beeches Day Nursery

117 Dane Road, Sale, Cheshire M33 2BY

Inspection date: 14 October 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children feel settled and secure in this setting. They demonstrate this through their warm attachments to their key person. Children seek reassurance and comfort from these familiar adults and value their presence. For instance, children are delighted when staff play alongside them, adding to their enjoyment.

The quality of teaching is consistently good. Staff skilfully promote children's interests and extend their learning through carefully planned activities. Staff are flexible with their teaching approach, adapting experiences to incorporate children's ideas, opinions and individual likes and dislikes. Therefore, children are very engaged during their play and are eager learners.

Some staff do not fully understand all policies and procedures and therefore do not confidently implement them at all times. This means that, at times, some policies and procedures are not followed and children's individual needs are not fully supported.

Managers and staff are committed to promoting children's independence. Even the youngest children are encouraged to take on small responsibilities, which they enjoy. Children are encouraged to wash their hands before and after eating or using the bathroom. However, staff do not always model good hygiene practice. As a result, children do not learn about the links between some good hygiene practices and good health.

What does the early years setting do well and what does it need to do better?

- Staff promote children's communication and language development well. They naturally extend children's vocabulary by modelling words such as 'autumnal' during activities. Children listen to new words with interest and are encouraged to mirror this language back to staff. Children with identified delays in speech development begin to catch up to their peers, due in part to this targeted approach. However, on occasion, staff use incorrect terminology when speaking to children such as 'socksies' and 'duckies'. This does not fully support the development of young children's language skills.
- Managers and staff develop meaningful relationships with parents. Parents value this and feel included in their child's ongoing development. They appreciate the use of a weekly diary which informs them of their child's experiences as well as detailing any observations that have been captured. As a result, parents are fully aware of their child's individual next steps in learning and can support these goals at home. This helps to promote a consistent learning environment between home and the setting.
- Staff encourage children to develop independence from a young age. Babies and

toddlers are delighted to hand out plates and cups at lunchtime. Older children automatically go to wash their hands before mealtimes and after using the bathroom. However, staff regularly wipe children's noses and fail to wash their hands afterwards. As a result, children are not being taught about some ways to protect their own health as they mirror staff behaviour when they independently clean their noses.

- Managers identify appropriate strengths and areas for development through self-evaluation. They have a clear vision of how to continuously improve the nursery and staff knowledge. However, they have failed to recognise that staff do not confidently implement policies and procedures at all times. For example, some staff adapt the usual, expected boundaries for children when visitors are in the setting. As a result, children's individual development and care needs are not always supported.
- There is a strong ethos of British values in this setting. Staff help to build children's confidence by respecting their opinions and choices. For example, pre-school children use 'voting bears' to select books to read and colours to use in painting activities. This is well embedded as children eagerly count out 'votes' and establish which book or colour has been chosen. Children are not deterred if their chosen item is not the winning choice as they begin to respect the choices of others and listen to their peers.
- Managers are very supportive of their staff team. They recognise the stresses and pressures staff may face and actively work to reduce them. Newly qualified staff and apprentices value the managers, who offer guidance, advice and expertise and actively promote a team approach.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff can confidently identify the signs and symptoms which may indicate a child is being abused. They know the correct procedures to follow should they have concerns about the welfare of a child. Staff securely understand the steps to take if there has been an allegation against another member of staff or a manager. Staff complete regular risk assessments and supervise children well to help ensure they are safe. Managers follow robust recruitment processes to ensure the ongoing suitability of all staff, which helps to minimise the risk of harm to children.

What does the setting need to do to improve?

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

- strengthen staff implementation of hygiene procedures in order to help to teach children the links between good hygiene and good health
- encourage staff to use the correct terminology when speaking to children to

- further support their communication and language development
- build upon staff understanding and implementation of policies and procedures to ensure that children's individual development and care needs are consistently supported.

Setting details

Unique reference number	EY420301
Local authority	Trafford
Inspection number	10109815
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 3
Total number of places	45
Number of children on roll	35
Name of registered person	Christine & Christopher Cambridge Partnership
Registered person unique reference number	RP904935
Telephone number	0161 976 4079
Date of previous inspection	15 June 2015

Information about this early years setting

Beeches Day Nursery re-registered in 2010. It is one of three privately owned nurseries. The nursery opens from 8am until 6pm, Monday to Friday, for 50 weeks of the year. It employs 12 members of staff. Of these, seven hold qualifications at level 3, three are unqualified, one holds a qualification at level 4 and one holds a qualification at level 6. The nursery provides funded early education for two- and three-year-old children.

Information about this inspection

Inspector

Shauneen Wainwright

Inspection activities

- The deputy manager and the inspector discussed the curriculum and the quality of teaching during a learning walk.
- The inspector held leadership and management discussions with the provider and the manager throughout the day.
- Parents shared feedback and their experiences of the setting with the inspector.
- The manager and the inspector conducted a joint observation of practice and evaluated the quality of teaching together.
- The inspector observed the quality of teaching both indoors and outdoors, and assessed the impact this has on children's development.

We carried out this inspection 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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