

Inspection of Siblings Nursery Beacon Ltd

Beacon Of Light, Vaux Brewery Way, Sunderland, Tyne And Wear SR5 1SU

Inspection date: 24 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children show that they are very happy and settled in this warm and welcoming nursery. For instance, babies happily put their arms up to staff to be cuddled. Older children seek out their key person to read a story with. Staff plan a curriculum which challenges children. They think carefully about the skills that they want children to learn. For example, they organise activities to help children develop the physical skills they need for later writing. Babies enjoy exploring foam with their hands. Toddlers complete puzzles and make marks with rollers and paint. They develop their muscles when they use spray bottles and make patterns outdoors. Older children begin to make meaningful marks using pens and clipboards as they play. Staff encourage children to develop their imaginations. They join in with children's play such as helping them to care for dolls and pretend to be in a shop.

Staff encourage all children to behave well. Children happily share, take turns and play cooperatively together. When the nursery was closed due to the COVID-19 (coronavirus) pandemic, staff made sure that they kept in touch with children and their families. They made regular calls to share ideas with parents to extend their children's learning at home. Staff shared videos with children of how the environment had changed for when they returned to nursery. This helped children to know what to expect and to support them to settle back in.

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

- Staff watch children closely to find out what they know and can do. They plan activities to follow children's interests and support what they need to learn next. Parents receive lots of information about their children's progress. They have daily discussions with staff and have access to an online assessment system. This helps to keep parents up to date with their children's learning.
- Children have many opportunities to explore and investigate using a range of different materials. Babies excitedly play and splash in water. Toddlers concentrate as they pour the water from one container to another. Older children make play dough and are curious as to how they can change the colour and smell of the dough.
- Staff recognise that children have not had as many opportunities to develop their large physical skills during the COVID-19 pandemic. They, therefore, plan lots of activities for children to develop their skills in this area. For example, older children practise different ways of moving with sports coaches in the large halls onsite. Toddlers crawl, climb and slide down large play apparatus. Children learn to negotiate moving up and down the grassy banks outdoors, and to use the stairs safely.
- Overall, staff support children's language development well. They repeat the sounds back that babies make and encourage them to join in with rhymes and

songs. Staff provide a commentary on older children's play and introduce new vocabulary, such as 'magnify'. However, on occasions, staff mispronounce the sounds of letters and ask children questions which do not encourage them to think or respond fully.

- Staff say that they feel well supported by managers and are happy in their roles. They access regular training to extend their knowledge. For example, staff working with two-year-old children have attended training to support young children's learning. However, managers recognise that staff who have just recently joined the nursery need to enhance their knowledge of how to support children's language development further.
- Staff teach children about how to keep themselves healthy. They learn about good dental hygiene and the importance of eating a good diet. Children enjoy healthy and home-cooked meals in the nursery. However, during times of transition, such as mealtimes, children wait while staff tidy away and set up for lunch. At these times, children become restless and are not fully engaged in their learning.
- Staff work hard to support children with special educational needs and/or disabilities. They liaise with a range of other professionals to help children to reach their full potential. Managers offer a very inclusive environment where all children are valued. For example, staff teach older children to use sign language. This helps them to communicate with their friends who use sign language as their main form of communication.
- Parents speak very positively about the nursery and comment that their children are very settled and enjoy coming to nursery. They very much appreciate when staff message them with photos of their children playing during the day.

Safeguarding

The arrangements for safeguarding are effective.

All staff have a secure knowledge of how to protect children. They have a good knowledge of the possible signs and symptoms of abuse. Managers make sure that staff understand the action to take if they have a concern about a child in their care. Children play in a clean and hygienic environment. Staff teach children about how to keep themselves safe. Children learn about the importance of using cream and wearing hats to protect themselves in the sun.

What does the setting need to do to improve?

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

- plan professional development opportunities for newer staff to extend their knowledge of how to support children's communication and language
- organise transition times of the day more carefully so that all children are fully involved and engaged in their learning.

Setting details

Unique reference number	2496907
Local authority	Sunderland
Inspection number	10194362
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 at time of inspection	0 to 4
Total number of places	37
Number of children on roll	78
Name of registered person	Siblings Nurseries North East Ltd
Registered person unique reference number	RP909977
Telephone number	07897471974
Date of previous inspection	Not applicable

Information about this early years setting

Siblings Nursery Beacon Ltd registered in 2018. It operates from 7am to 6pm, Monday to Friday, all year round except for bank holidays and a week over the Christmas period. The nursery employs 14 members of childcare staff. Of these, one member of staff holds early years professional status, one is qualified at level 5, one at level 4, six at level 3 and one at level 2. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Melanie Vincent

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with managers and staff, and has taken that into account in her evaluation of the setting.
- The inspector took part in a learning walk with the managers to discuss the early years curriculum and how the environment is organised.
- The inspector observed the quality of education during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector and the manager evaluated children's learning together.
- The inspector held a meeting with managers. She looked at relevant documentation, including evidence of the suitability of staff working in the nursery.
- The inspector spoke with managers, staff and children during the inspection. She took account of parents' views by speaking with them and by viewing their written comments.

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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