

Inspection of Beaulieu Park Day Nursery

Beaulieu Park Day Nursery, 9 Albemarle Link, Chelmsford CM1 6AH

Inspection date: 2 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children enter the nursery happily after leaving their parents at the front door. Staff take children straight to their base room. In the main, the environment is calm, and children are settled. While a significant number of improvements have been made, staff teaching is still inconsistent. Staff engage with children as they play, but often do not recognise opportunities to promote children's developing communication and language skills. Children who use dummies are not consistently encouraged to remove them, even though staff understand, and share, how this could impact on children's speech. At times, the noise level in the pre-school room escalates, which affects children's ability to learn. Staff raise their voice, for example, when reading a story, so that children can continue to hear.

Babies and young children develop relationships with their key person and other staff. This helps them to feel safe and secure. Children of all ages explore different textures and experiences that they would not necessarily do at home. They paint with water and herbs, explore soil, sand and play dough, and use tweezers to pick up cooked coloured spaghetti. Children are familiar with the daily routines and experience sociable mealtimes. In the pre-school room, they take turns to be a 'child risk assessor'. However, children are not supported to understand what this role entails.

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

- The provider has reviewed the organisation of the provision and considered how best to meet the children's needs. For example, the decision to reduce the number of children cared for has given staff more scope to support children to settle, which has positively impacted on children's engagement and behaviour. Staff now have a good understanding of the nursery's policies and procedures, which have been thoroughly reviewed. Changes have been made to the morning routine and the required ratios are now maintained throughout the day. Staff morale is good. They are keen to make improvements and comment that they feel well supported.
- Staff have received relevant training to help develop their practice further. The manager regularly monitors staff performance, and staff receive targeted support. However, not enough progress has been made. Staff do not always ensure that they help children to develop their own language and vocabulary. Although staff talk to children and ask some open-ended questions, they do not give them enough time to think and respond. Staff often do not engage children well enough in conversation or build on what children are saying. Sometimes, children are not given the opportunity to contribute during group activities.
- The manager and staff know the children well and generally understand what they want children to learn. Staff plan and provide a range of 'messy' activities

that children enjoy. However, staff do not link what they know about the children to the activities. As a result, children have variable learning experiences.

- Partnerships with parents and carers are effective. Staff gain information from parents about children's home languages. They provide opportunities, such as parents' evenings, to share information about children's progress. Parents comment that they are now able to enter the nursery building and enjoy speaking to their child's key person at the end of the day.
- Children are supervised appropriately. Staff communicate with each other about what they are going to do next, such as changing children's nappies. Children enjoy cooking activities, such as making biscuits and crepes, to help develop their physical skills. They become more independent and do things for themselves. Children pour their own drinks and use knives to spread butter onto crackers. However, staff do not support children to use tools and equipment safely.
- Staff praise children for their individual efforts and for taking turns. Children are encouraged to develop thoughtful behaviours. Staff work in partnership with parents to support children's behaviour.
- Children learn about healthy practices, such as wiping their noses and handwashing before eating. Staff support children who are learning to use the toilet and help to promote children's oral health. They work closely with parents. For example, they ask them to provide photographs of children using toothbrushes at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers implement thorough processes to ensure the safe recruitment and ongoing suitability of staff. All staff have a clear understanding of their role to protect the welfare of children. They know the procedures to follow if they have any concerns, including what to do if they had concerns about a colleague. Posters are displayed around the setting to remind staff of key information and relevant local contact details. The manager ensures that staff keep their safeguarding knowledge up to date.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
support staff to focus on what they already know about the children when planning activities to ensure children make good progress	25/04/2022

improve the quality of staff practice in order to ensure that interactions, activities and the environment support children to develop their communication and language skills.	25/04/2022
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To further improve the quality of the early years provision, the provider should:

- strengthen the arrangements to support children with learning how to use tools and equipment safely.

Setting details

Unique reference number	EY500476
Local authority	Essex
Inspection number	10216977
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	147
Number of children on roll	89
Name of registered person	Beaulieu Park Day Nursery Limited
Registered person unique reference number	RP901177
Telephone number	01245 462932
Date of previous inspection	18 November 2021

Information about this early years setting

Beaulieu Park Day Nursery registered in 2016. The nursery employs 20 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday from 7.30am until 6pm, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Karen Harris
Sarah Clements

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provider.
- The inspectors viewed all areas of the nursery and discussed the safety and suitability of the premises.
- The manager and the inspectors completed a learning walk together and discussed their curriculum and what it is that they want the children to learn.
- The inspectors observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- Children spoke to the inspectors during the inspection.
- Joint observations of group activities were carried out with the inspectors, the manager and a member of the management team.
- Parents shared their views of the nursery with the inspectors.
- The inspectors looked at relevant documentation and evidence of the suitability of staff working in the nursery.

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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