

Inspection of Beacon Hill Nursery School

The Old School Hall, Churt Road, HINDHEAD, Surrey GU26 6NL

Inspection date: 28 April 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy coming to the nursery. They settle quickly and form strong bonds with the staff and with each other. They are caring towards their friends, take turns and share well. Children enjoy taking part in the activities on offer and staff are aware of their interests and likes. Older children engage for sustained lengths of times in activities. Staff play alongside children and build well on their communication and learning.

Older children make their own choices about their play. For example, outside, children decide what resources they want out of the shed and tell this to staff. Children use buckets and balls to create their own game. They throw coloured balls in an attempt to get them to land in the buckets. They enjoy counting how many balls they throw, saying what colours they are and rejoicing when they or their friend are successful. Younger children enjoy playing near staff and using paint dabbers and pens to make marks with. They enjoy exploring the role-play kitchen and looking at books with staff. Younger children enjoy exploring the 'pirate ship' in the garden and investigating the mud kitchen. Children behave well and have good manners. They develop positive self-esteem.

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

- The manager has a clear vision for how she wants the provision and the staff to develop. She has a good understanding of the curriculum and works with staff to plan and implement an interesting range of activities that engage children in their learning.
- All requirements, policies, documentation and processes are in place to help keep children safe and ensure staff are meeting children's care and learning needs. Management and staff investigate concerns and complete action plans to address any lessons learned and to inform them of how to improve their practice.
- Management and staff work closely with other professionals and parents to ensure that children with emerging or identified special educational needs and/or disabilities receive prompt and consistent support. This helps them to make the best possible progress they are capable of.
- Staff act as good role models to each other and to children. They promote a positive attitude towards other cultures and backgrounds, including those children have. Children learn about the wider world, and staff work closely with parents to incorporate children's home religions and cultural requirements into activities. This enables all children to be involved in cultural festivals in a respectful way.
- Partnership with parents is strong. All parents spoken with were keen to say how well their children settle at the nursery. They explain how staff share

communication with both parents equally well, and keep them informed about their children's day and their developmental achievements.

- The manager supervises the staff and works with them to identify professional development opportunities. Staff who are completing their qualifications comment on how the staff and their assessors support them well during their training. They explain how this helps them in developing their knowledge and their practice in childcare.
- Staff are nurturing to the younger children, who have opportunities to play with the resources that are out, look at books and cruise around the furniture. However, daily opportunities for children to explore and experiment, in their room, using natural resources, a variety of materials and different textures are limited. This does not enable children to explore and experiment using their senses, or enable staff to use these interactions to build further on children's language and vocabulary skills.
- Older children are gaining the skills they need for their future learning. However, on occasion, staff are not consistent in encouraging children to do tasks for themselves that they are capable of, or in taking ownership for their environment. For example, some staff encourage children to help tidy up, and talk about why it is important to do this to keep the toys together and the floor clear of hazards. Other staff do the tidying up for children. At snack time, some children serve themselves their drinks and snack, and others have this done for them, despite being able.

Safeguarding

The arrangements for safeguarding are effective.

The manager, who is the designated safeguarding lead, is aware of her responsibilities. She keeps her knowledge up to date and regularly attends training. Staff complete training so they are also aware of the local authority's procedures, and the manager monitors their practice. The manager and staff demonstrate a secure understanding of the procedures to follow if they have concerns about children's welfare. Staff are aware of how to whistle-blow if they still have concerns. Management implement rigorous recruitment processes and ensure that the staff are suitable to work with the children. Staff assist children to learn how to keep themselves safe.

What does the setting need to do to improve?

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

- increase opportunities for the youngest children to explore and experiment using their senses
- support staff to consistently promote and encourage children's independence skills and their sense of responsibility for their environment.

Setting details

Unique reference number	EY453882
Local authority	Surrey
Inspection number	10226664
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	1 to 4
Total number of places	32
Number of children on roll	47
Name of registered person	Butterflies Nursery School Ltd
Registered person unique reference number	RP531780
Telephone number	01428606711
Date of previous inspection	15 December 2016

Information about this early years setting

Beacon Hill Nursery School registered in 2012, and is in Beacon Hill, Surrey. The nursery opens Monday to Friday, from 8am to 5pm, during school term time only. The provider receives funding for the provision of free early education for children aged two, three and four years. A team of eight staff, including the manager, works with the children. One member of staff holds a foundation degree, one holds a qualification at level 6, and three hold qualifications at level 3.

Information about this inspection

Inspector

Anne Nicholson

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation of a cookery activity with the manager.
- The inspector looked at relevant documentation and reviewed 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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