

# Inspection of Beeches Day Nursery

Beeches Day Nursery, 5 St Anns Road, Prestwich, Manchester, Lancashire M25 9LD

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Inspection date: 17 August 2022

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

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager leads with passion and integrity. Her vision that 'happy and calm children learn' can be seen throughout. Parents describe the nursery as a warm and friendly atmosphere where their children are happy and well cared for.

Children are happy and confident. They know the staff well and are able to ask for help if they need it. Babies love to explore and have excellent attachments with their key staff. Older children like coming to the nursery to play with special friends, particularly outside on the bikes and in the mud kitchen.

Outside, staff make good use of the natural grounds to support children's learning. They provide rich opportunities for children to investigate and extend their play ideas using natural resources. For example, children pick raspberries to add to the 'fish pie' they make in the mud kitchen. They excitedly hide and run through the bushes and have real fun as they collaborate with their friends.

Every child is viewed as individual. Staff respond to the children's interests when planning activities by making learning relevant and purposeful. They use their shared understanding of child development to ensure that children of all ages and stages are making good progress. Children leave the nursery ready for school, with a strong sense of self and a love of learning.

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

- The new manager has overcome barriers associated with COVID-19. She has provided significant support to the staff by investing in training and their well-being. This helps to maintain a skilled and experienced team. All staff provide consistency and form strong relationships with the children.
- The manager works closely with families and other professionals to achieve the best outcomes for children at the nursery. A settling-in process is used effectively when children start or move between rooms, to ensure they remain secure and happy.
- The manager uses research and strategies to guide her intentions for children's learning and how they implement the curriculum. All activities are linked to children's interests, and staff are confident to extend learning spontaneously. However, staff do not consistently share learning intentions for each activity with the children. As a result, some children do not always understand what is expected of them.
- Staff give children the time and space they need to 'have a go' at solving problems independently. For example, during the inspection, toddlers worked out how to carry the balance bike through the narrow gate and up the steps. Pre-school children added flour to their sticky dough to dry it up. These

opportunities help children to develop their thinking skills and resilience.

- All children develop a real love of books and stories. Babies take books to staff to look at with them. Toddlers happily sit alone, turning the pages and looking at the pictures. Pre-school children sit and look at books together outside. The nursery's strategy of repeating books helps children to recall their favourite stories.
- Children's behaviour is generally good. Where there have been issues with unwanted behaviour, such as biting, staff respond with timely and appropriate action and strategies, which results in a positive change.
- There are examples of clear progression in skills as the children move through the nursery. Babies feed themselves using a pincer grip or spoons, whereas toddlers chop their own fruit at snack time. Pre-school children confidently serve themselves and talk about the importance of staying hydrated.
- The development of communication and language is strong throughout. For example, staff in the baby room make good eye contact and communicate with the babies at their level. They model single word vocabulary, such as animal names. As a result, babies are eager to communicate as they learn new words.
- Staff support children to take risks and challenge themselves physically. For example, children enjoy learning gymnastic skills and demonstrate good core control. Some climb the lower part of trees and ride balance bikes with increasing confidence, speeding down the naturally sloping garden. However, staff do not consistently embed leaders' intended strategies to help children to learn how to keep safe. For example, they do not consistently remind children to wear bike helmets.
- The manager evaluates the quality of provision and continually plans ways to improve. She knows that areas of the outdoor play environment would benefit from improvement to enhance the children's learning and to help them better manage their own safety. She is already developing plans to address this.
- Children with additional needs are identified early and resources and referrals used effectively, to ensure that all children make good progress. Staff make effective use of funding by purchasing resources that meet children's specific needs and interests.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant and work well with other agencies. They use clear recruitment procedures to make sure all adults who work in the nursery are suitable to do so. They act quickly if they have concerns and make sure that children and their families receive the support they need. Leaders provide staff with access to training on safeguarding with regular updates. Staff and managers understand their responsibilities in relation to keeping the children safe. They know how to identify and report concerns. Records are well kept, and the information from accidents and incidents is used to inform improvements in the nursery's provision.

## What does the setting need to do to improve?

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

- share learning intentions with the children so they understand what is expected of them and what they are learning
- encourage children to confidently and safely use outdoor resources, to help them learn how to keep themselves safe.

## Setting details

<b>Unique reference number</b>	2562008
<b>Local authority</b>	Bury
<b>Inspection number</b>	10239418
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	Head Start Nursery Group Limited
<b>Registered person unique reference number</b>	2562007
<b>Telephone number</b>	0161 773 6157
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Beeches Day Nursery registered in 2020 and is situated in Prestwich. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery employs 19 members of childcare staff. Of these, one holds a childcare qualification at level 7, 11 staff hold level 3 and four hold qualifications at level 2. The nursery manager has early years teacher status. The nursery provides funded education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Amy Milner

## 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 leaders and managers and has taken that into account in their evaluation of the provider.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The inspector observed interactions between the staff and the children.
- The inspector spoke to children, to find out about their time at the nursery.
- The inspector carried out a joint observation of an activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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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