

Inspection of Beacon Nursery

The Beacon, 25 College Street, St. Helens WA10 1TF

Inspection date: 26 August 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 are happy in this bright, spacious and well-organised nursery. As children and parents arrive, they are welcomed into the building by staff members that greet them enthusiastically. Staff take time to talk to parents and children so that they can share news about home life or important events, such as holidays. During the COVID-19 pandemic, only one parent was allowed to enter the setting at a time. However, this has not prevented staff from forming strong and friendly relationships with parents and carers.

Children are eager to join in the activities available to them and mix happily with their friends. Older children explore a spacious indoor play area in which they paint at the easel, read books or role play being doctors in their 'hospital'. Children practise their balancing skills along the indoor apparatus with the support of the attentive staff who allow them to take risks safely, or are there to help if needed. Children are therefore developing confidence in their physical ability.

Children's behaviour is good because they have strong relationships with staff who know them well. Staff are sensitive to very young children's emotions and help them resolve any conflicts by suggesting sharing a toy or adding more resources so that all can take part in the activity.

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

- Staff know children well and know what they want them to learn next, such as being able to identify colours or recognise numbers. They provide a range of activities to help them do this. However, at times, these activities are not sufficiently well focused or well organised enough to allow the learning outcomes intended to be achieved to the highest level.
- The nursery focuses on keeping children safe and healthy by providing nutritious meals and encouraging good hygiene, such as handwashing and tooth brushing. However, staff do not always discuss the reasons why this is necessary with children. Therefore, children do not always learn why these things are important for their future well-being.
- Staff communicate well with children, having meaningful conversations at mealtimes with them about their plans for the weekend. They talk about holidays and why certain places, such as Turkey, are too far to walk to. Staff model language well and children are therefore confident to try new words and sounds.
- Relationships with parents are a particular strength at this nursery. Parents feel well informed and involved in their children's learning. Daily discussions with their children's key person and effective use of a digital communication app keep parents up to date on their children's time at nursery. Parents comment that

since arriving at nursery their children have developed their self-confidence. Consequently, they are thriving.

- Staff and managers have effective systems for identifying the support needed by children with special educational needs and/or disabilities. They are able to devise and implement targeted education programmes to help these children make good progress. They also work well with other agencies, such as social services or speech therapists, meaning that the families of these children feel fully supported and engaged in their children's learning.
- The nursery has a strong focus on supporting children from a wide variety of cultures and backgrounds. Songs and rhymes are sung in different languages and different festivals are celebrated and explored. This promotes an inclusive learning environment where all feel welcome and respected.
- Regular reviews of children's learning, particularly those in receipt of additional funding, allow staff and managers to identify resources that will help these children engage more deeply in their learning. For example, large fluorescent numbers are used to encourage children to engage in their mathematical development.
- Managers have a clear understanding of what they want to improve at the nursery and staff feel well supported in their professional development. Effective appraisals and supervision meetings identify areas for development and opportunities for training.

Safeguarding

The arrangements for safeguarding are effective.

Staff have good knowledge of safeguarding procedures and how to identify and record the signs and symptoms of potential harm or abuse. They have attended a wide range of safeguarding training to strengthen their knowledge further. All staff have a detailed understanding of local safeguarding procedures and what to do if they have concerns. Staff work with a range of professionals to help ensure children's ongoing safety. There are good procedures in nursery to help keep children safe. For example, gates and doors are locked and can only be opened by a member of staff. This prevents unknown people entering the premises.

What does the setting need to do to improve?

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

- support staff to sharply focus and organise activities to provide children with the highest level of learning opportunities and outcomes
- enhance opportunities for children to learn the importance of health and hygiene routines in place at the nursery.

Setting details

Unique reference number	EY363360
Local authority	St Helens
Inspection number	10235151
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	64
Number of children on roll	72
Name of registered person	St Helens YMCA
Registered person unique reference number	RP524096
Telephone number	01744 750 848
Date of previous inspection	26 October 2016

Information about this early years setting

Beacon Nursery was registered in 2007. The nursery employs 14 members of staff. Of these, 12 hold appropriate early years qualifications between level 2 and level 7. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 5.45 pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children who speak English as an additional language.

Information about this inspection

Inspector

Neil Butler

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 showed the inspector around the nursery and explained how they organise the nursery and the learning they wish to take place.
- The inspector observed children playing and learning indoors and outdoors. They evaluated the impact of staff interactions on children's learning.
- The inspector carried out a joint observation with a member of the management team.
- Parents spoke to the inspector and shared their views on the nursery.
- The manager showed the inspector a range of documentation, including those relating to staff suitability.
- The inspector talked to the manager and provider about how they manage the nursery.
- The inspector spoke to staff and children at appropriate times during the inspection.

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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