

# Inspection of Beanstalk Nursery

St Luke's Church, Malvern Road, Leeds LS11 8PD

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Inspection date: 17 January 2023

<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**

Staff provide a nurturing and caring environment for children at this small and welcoming nursery. Children feel happy and safe. They show a positive attitude to their learning and show high levels of curiosity. For example, children explore the smells of different herbs and spices. They experiment with painting using flavoured teabags. They show awe and wonder as they watch the water change colour as they add a teabag. Children develop high levels of concentration during activities.

Staff provide opportunities for children to engage with familiar stories. Adults read with excitement and encourage children to join in. They pause as they read, and children eagerly fill in the missing words. Children put their finger on their lips and tell staff 'shh', as they 'look for the bear'. Children develop a love of books, songs and rhymes.

Children's independence is well promoted. For example, children pour their own drinks and butter their own bread at snack time. They help tidy away and put their paper towels in the bin. Staff provide many opportunities for children to make choices. Staff ask children what they would like for snack, which story they would like, and what they would like to play with next.

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

- The manager has a clear overview of what she wants children to learn. Sequenced learning supports the young two-year-olds and the older four-year-olds. Planning takes account of children's interests and builds on what children know and can already do. Staff have high expectations and next steps in their learning are clearly identified. Children make good progress.
- Resources support the varied levels of learning. For example, tools in the water support hand-to-eye coordination to encourage young children to fill and empty containers. Older children develop the muscles in their fingers by pushing and pulling pumps and syringes. Children develop the skills needed for moving on to school.
- Children follow the rules and boundaries of the nursery. Behaviour is good and any unwanted behaviour is calmly and positively addressed. However, it is not always made clear why rules and boundaries are in place. For example, a child is asked not to stand on the table, without an explanation as to why this would be unsafe.
- Children's mathematical language is well supported. During activities, staff model counting, 'one star, two stars, three stars', as they draw shapes alongside children. Books are available across the nursery to encourage shape recognition, numbers and counting.
- Children learn new words and develop their language. During activities, children

learn the names of different herbs and spices. Staff model new words and children repeat them in their play.

- Staff use effective questioning skills when playing alongside children. They ask, 'what could you use to mix the water?' and 'go and see what you can find'. Children look around the nursery and find a whisk. Children learn to think for themselves and solve problems.
- The nursery promotes equality and diversity. Children learn about different festivals. Books and resources are representative of different cultures and ethnicities. Books in different print are available, and staff learn basic words in the children's own language. Children feel welcomed and valued.
- Two-year checks are shared with parents and health visitors. Any developmental concerns are quickly identified, and plans put in place. The special educational needs coordinator works with outside agencies to meet the needs of children. Specialist equipment is sought to allow children equal access to the nursery. Children with special educational needs and/or disabilities are well supported.
- The nursery has good relationships with parents. They share information about the learning and development of children. However, parents are not always informed on how they can continue to support and extend children's learning at home.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff are confident and have a secure understanding of how to keep children safe. Staff are confident in identify signs and symptoms of abuse. They know how to report any concerns about children and adults. A robust recruitment process ensures staff are suitable to work with children. The building is safe and secure. Children cannot leave without the knowledge of staff. Effective procedures are in place to ensure no unauthorised person can enter the setting. Risk assessments for local outings ensure children are safe. Children wear high visibility vests, and staff carry a first-aid box on all outings.

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

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

- ensure children understand why rules and routines are in place to keep themselves safe
- further develop ways to encourage parents to support children's learning at home.

## Setting details

<b>Unique reference number</b>	2611825
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10262846
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 3
<b>Total number of places</b>	28
<b>Number of children on roll</b>	3
<b>Name of registered person</b>	Birch, Helen
<b>Registered person unique reference number</b>	RP516808
<b>Telephone number</b>	07576736707
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Beanstalk Nursery was registered in 2020. It operates from St Luke's Church in Beeston, Leeds. The setting is open 8.15am until 12pm, Monday to Thursday, during term time only. There are currently two members of staff. Of these, one holds a recognised childcare qualification at level three, and the manager holds a qualified teacher status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Miriam Caldecott

## 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 the provider and has taken that into account in their evaluation of the setting.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The manager and the inspector carried out a joint observation during a group activity.
- The manager provided the inspector with a sample of key documentation on request.

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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