

Inspection of Beech Tree Childcare

Worthing Rugby Club, Roundstone Lane, Angmering, LITTLEHAMPTON, West
Sussex BN16 4AX

Inspection date: 6 February 2023

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 thoroughly enjoy their time at nursery. They arrive happily and receive a warm welcome from staff. Children form secure friendships. They are kind, respectful and wait patiently when turn taking. Older children actively draw others into their play. For example, one child welcomes another as they approach a tray of natural resources. He asks, 'Would you like to find fossils with me? We can do it together'. Children, even those who are new to the setting, demonstrate that they feel safe and secure as they settle quickly.

Children, including those with special educational needs and/ or disabilities and those who have English as an additional language, benefit from a language rich environment. Even the youngest children learn to be effective communicators. For example, babies make connections between language and actions as staff commentate their play. They watch in wonder as bubbles float around them. Staff repeat 'Up', 'down', 'pop' and 'gone', as they name and sign the actions of bubbles. In response, babies sign and make sounds to indicate 'more'. This helps even the youngest children become effective communicators.

Children develop good levels of confidence and curiosity during their time at nursery. Older children are eager to introduce themselves to the inspector. They ask her questions and tell her about their families and the things they enjoy doing. Younger children concentrate intently as they explore activities that capture their interest. For example, a baby sits for over 30 minutes playing with bricks. He builds towers before dismantling them and rebuilding, experimenting with various colour sequences. As a result, children develop good attitudes towards their learning.

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

- Children have access to a varied and interesting curriculum. Staff know children well. They plan learning experiences that build on what children already know and extend learning further through discussion. For example, staff set up a pirate ship in water. Children learn about secondary colours as they add paint to the water. One child links the red water to volcanoes. Staff question children to test what they know about volcanoes and introduce new vocabulary such as 'erupt' and 'lava'. However, on occasions, staff do not take swift action to replenish resources. This limits children's opportunities to explore their ideas fully.
- Staff benefit from effective supervision. Practice monitoring arrangements are successful at identifying training needs, which managers review monthly. This helps identify areas for further professional development. Coaching and training opportunities support staff to keep their knowledge and skills up to date and ensure teaching is successful. The progress children make reflects the efficiency

of leadership and management arrangements. Staff report that they feel supported and valued.

- Children benefit from quality interactions that extend their understanding and introduce new concepts. For example, children show an interest in fossils as they find a stone in the soil. Staff introduce the word 'palaeontologist' and provide children with water to clean the stones and explore their findings. Children use their imaginations as they decide that one of the stones is a piece of triceratops bone and another is a tyrannosaurs' tooth. Children discuss the colours and shapes of rocks and how old they might be. The quality of teaching and interactions mean that all children make good progress from their starting points.
- Overall, children are developing independence skills that will support their future learning. For example, older children clean up spillages, fill their water bottle, and learn how to attend to their own care needs. Babies make independent choices and confidently explore their environment. However, staff do not always maximise opportunities to promote independence during mealtimes, such as supporting babies to feed themselves.
- Children behave well and learn to manage their emotions. Staff support children to identify and name their feelings. During times of conflict, children learn how to negotiate and find solutions. For instance, when two children want the same toy, staff encourage them to communicate their wants and needs. Children are then supported to come up with ideas to solve their problems, such as turn taking. This helps children understand the impact their behaviour has on others.
- Partnership working is effective. Parents report that they are happy with the level of care and support their children receive. They speak positively about the progress children make during their time at nursery, including a wider vocabulary. Parents have opportunities to form friendship with other parents and join their children's learning during weekend stay and play sessions. This promotes home learning, positive relationships and consistency for children.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a secure understanding of their role in keeping children safe. They have good knowledge of how to identify potential signs of abuse. They confidently explain the procedures to report any concerns about a child's welfare. This includes extreme behaviours. Clear whistleblowing procedures ensure that staff allegations are appropriately reported without delay. Managers have a firm focus on ensuring the suitability of staff. This includes robust recruitment procedures and ongoing suitability checks. Staff demonstrate secure understanding of risk assessment. This means that potential risks to children are identified and minimised without delay.

What does the setting need to do to improve?

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

- increase the opportunities for babies to become independent at mealtimes
- review activities and resources regularly to ensure materials are sufficient for the number of children, so that they can build on and extend their ideas and learning at all times.

Setting details

Unique reference number	EY477426
Local authority	West Sussex
Inspection number	10277153
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	42
Number of children on roll	80
Name of registered person	Harmer, Heather
Registered person unique reference number	RP911566
Telephone number	07760 963411
Date of previous inspection	29 November 2018

Information about this early years setting

Beech Tree Childcare registered in 2014. It is open each weekday from 7.30am to 6.30pm, for 51 weeks each year. There are 15 members of staff, seven of which hold relevant qualifications between level 2 and level 6. The nursery receives funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector

Paula Sissons

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 her evaluation of the provider.
- The managers and the inspector completed a learning walk together around all areas of the provision and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The inspector carried out a joint observation of a activity with the manager.
- The inspector spoke to parents during the inspection and took account of their views.

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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