

# Inspection of The Beacon Day Nursery

Sure Start Bradley & Whitfield, The Beacon Centre, Maurice Street, NELSON,  
Lancashire BB9 7HS

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Inspection date: 31 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

The nursery has reviewed and changed its way of working following the impact of the COVID-19 pandemic on children. Well-being is at the heart of the nursery, with daily affirmations and a focus on kindness and consideration to one another. As a result, children receive positive re-enforcement from staff through consistent modelling. They are encouraged to offer praise to their friends and celebrate each other's achievements. This is creating a culture of respect for one another and preparing children for life in modern Britain.

Children access a rich and varied curriculum. The environment is carefully planned to engage children in all areas of learning. They enthusiastically fill containers with water and wait patiently for their turn at the tap. Children manipulate play dough and add spices that remind them of home. They are revisiting previous learning and building on what they already know and can do.

Staff have high expectations for children's behaviour. Younger children who are still learning how to share are supported to take turns. Children are reminded to walk indoors and run outside. They have a positive attitude and respond to adult guidance because they understand the rules and boundaries.

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

- Leaders have a clear vision for the nursery. Staff receive regular supervisions to identify training needs, challenge practice and develop their skills. They also receive well-being questionnaires to share any worries or concerns they may have. As a result, staff offer a high-quality curriculum to children because they are supported by leaders to do so.
- The curriculum is sequenced, and children are making good progress. Staff know children well and complete regular assessments. They speak confidently about children's individual next steps when offering high-quality learning experiences. Children have frequent positive interactions with staff, who support them to extend their play and learning. However, during group activities, some children's focus can be lost due to a lack of structure. This is not preparing children to develop some of the key skills needed when they start school.
- Children are learning to be respectful and celebrate each other's achievements. They eagerly suggest a friend who was 'kind' when they were 'sad' to be added to the 'kindness board'. This is supporting children to explore how their own behaviour can impact on others. Diversity is also openly celebrated as they learn about what makes them different and their local community of Nelson. As a result, the nursery has created a culture that encourages children to celebrate diversity and appreciate and value one another.
- Behaviour is good. Children have a positive attitude to learning because they

enjoy what they are doing. They engage in activities with an enthusiasm and a 'can-do' approach. Children feel safe and secure. As a result, they are confident to access the environment independently. Any conflict within play is quickly resolved as staff support children to express their feelings and take others' views into consideration. Therefore, children are learning a sense of right and wrong.

- Children are learning how care for themselves as they develop skills such as wiping their own noses at the nose station. They are developing independence as they carefully cut their fruit and pour their own drinks at snack time. Children also receive lots of praise and encouragement from staff as they put on and take off their shoes, boots and coats. This is developing children's confidence and the independence they will need for school.
- Children with special educational needs and/or disabilities are well supported. Partnership working with parents ensures that targeted plans are put in place and referrals to appropriate agencies are made. In addition, the nursery has a high number of children who speak English as an additional language. Staff have developed strategies to support children in developing their understanding of English through visual prompts. As a result, all children are receiving the support to make the progress that they are capable of.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a good understanding of how to keep children safe. They update their knowledge by accessing regular training. Staff speak confidently about the types of abuse and the signs and symptoms that children may display. They understand the action to take if they have a concern about a child being at risk of harm. Staff also understand whistleblowing procedures and the action to take if they have a concern. Recruitment procedures are robust, along with effective induction and ongoing support to monitor staff suitability to work with children.

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

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

- offer structure during group activities to develop children's focus and their understanding of behaviour expectations.

## Setting details

<b>Unique reference number</b>	EY394335
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10206091
<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>	2 to 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Hall Nurseries Ltd
<b>Registered person unique reference number</b>	RP529011
<b>Telephone number</b>	01282 612086
<b>Date of previous inspection</b>	28 November 2017

## Information about this early years setting

The Beacon Nursery registered in 2009 and is situated in Nelson. The nursery opens from Monday to Friday, during term time only. Sessions are from 8.30am until 5pm. The nursery employs six members of childcare staff, all of whom hold appropriate early years qualifications from level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jenny Burgeen

## 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.
- Room staff joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the 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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