

Inspection of The Beacon Day Nursery and Preschool

2 Acer Road, Rendlesham, Woodbridge IP12 2GA

Inspection date:

21 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Children are warmly welcomed into the setting. Children form secure attachments with the staff and show that they feel happy and safe. Staff model expected behaviours and gently remind children of the rules, particularly when children struggle to share. Children are beginning to manage their own feelings and behaviours. They are kind to each other, polite and know what is expected of them.

Staff in the baby and toddler rooms plan and provide a varied curriculum to meet children's needs. Babies and toddlers have access to a good range of well-presented, age-appropriate activities and resources. Babies show great interest in their surroundings and have fun as they use their senses to explore sensory materials. They grasp and post thin dry spaghetti into holes and delight as they feel the texture of flour on their hands and faces. Toddlers' attentions are captured and sustained as they gather around a pretend camp fire. Staff introduce toddlers to new words, such as 'gooey' and 'sticky', as they 'toast' their marshmallows. Staff follow children's interests, introducing topical counting songs about sausages. Staff extend learning as they talk about the dark sky, the stars and the 'pop' and 'bang' that fireworks make.

However, older children do not benefit from the same rich learning experiences. The quality of teaching and learning in the pre-school room is not yet good. Overall, there is insufficient monitoring of staff and of the early years curriculum by management. As a result, all staff are not effectively supported to deliver a well-planned curriculum throughout the nursery.

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

- Since registration, the management in the nursery has changed. With support from the local authority, the new management team has made some improvements. Staff's well-being is valued and staff have attended some training. However, weaknesses, particularly within the pre-school room, have not been addressed. The manager does not effectively monitor the early years curriculum. Staff do not receive regular supervision or coaching to ensure they know how to offer quality learning experiences.
- Flexible settling-in arrangements allow children and parents time to get to know what happens at nursery. Staff share verbal information upon arrival and collection and make good use of an online application to share children's progress and keep parents informed. Overall, parents are happy with the care and education their children receive. They speak positively about the friendly staff team and feel that their children have made progress, especially with their language skills.

- Children with special educational needs and/or disabilities are well supported. Where further or external support is needed, the nursery's special educational needs coordinator works closely in partnership with other professionals. She shares relevant information with the nursery staff team. This ensures the children's needs are met and helps to close any gaps in children's learning.
- Staff ensure children, including those who are slower to speak, hear plenty of spoken language. Staff provide commentary and pose simple questions, giving children time to respond. They read stories and repeat words and phrases that children use. This supports children's correct pronunciation. While staff are aware that some children are learning to speak English as an additional language, they are not yet providing opportunities for these children to develop or use their home language in play.
- Babies are happy and content. They share a special bond with their key person, who knows them very well and anticipates their needs. Babies confidently seek out adults for a reassuring cuddle. Individual care routines are sensitively followed and babies are gently soothed as they have their nappies changed or wake from their nap.
- Staff help children to develop healthy lifestyle habits. Children enjoy nutritious meals and snacks. They have plenty of opportunity for physical exercise and fresh air. Children are learning to be independent as they practise eating with cutlery, help to tidy away toys and have a go at washing and drying their hands. Even very young children are supported to practise wiping their faces, using a mirror to locate the marks on their faces.
- While all staff get down to the children's level, those working with the older children do not successfully plan, deliver or adapt adult-led activities. Children are not always provided with suitable age-appropriate challenges and, at times, they become distracted and lose interest. In addition, insufficient attention is given to the learning environment. Play resources in the role-play area, and books on shelves, are stored haphazardly. Some pencil crayons are blunt and there is little sand in the sand tray. As result, children are not motivated to explore, experiment or create for themselves and their attention is not sustained.

Safeguarding

The arrangements for safeguarding are effective.

Management and staff demonstrate a sound knowledge of safeguarding. All staff complete appropriate safeguarding training. Policies, including whistle-blowing procedures, are in place and known to staff. They are confident in recognising and identifying possible signs of abuse. Staff know how to report any concerns about children's welfare. Robust recruitment procedures ensure staff are suitable to work with children. The premises are secure and staff carry out regular risk assessments of the premises to ensure children can play safely. Staff deploy themselves well to supervise the children and many hold first-aid qualifications to deal with medical emergencies. This ensures that children are cared for in a safe and secure environment.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

| | Due date |
|--|-----------------|
| put in place appropriate supervision arrangements for all staff, so that they receive support, coaching and training in order to improve their personal effectiveness | 26/05/2023 |
| ensure that staff, particularly those working with pre-school-aged children, are supported to plan and deliver challenging and enjoyable experiences for each child, in all areas of development | 26/05/2023 |
| provide opportunities for children, whose home language is not English, to develop and use their home language in play and learning. | 26/05/2023 |

Setting details

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|--|---|
| Unique reference number | 2634543 |
| Local authority | Suffolk |
| Inspection number | 10278964 |
| 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 | 58 |
| Number of children on roll | 40 |
| Name of registered person | Golden Apples Day Nursery Limited |
| Registered person unique reference number | RP552696 |
| Telephone number | 01394 420581 |
| Date of previous inspection | Not applicable |

Information about this early years setting

The Beacon Day Nursery and Preschool is located in Rendlesham in Suffolk. It was registered in 2021. The nursery employs 13 members of staff, most of whom hold childcare qualifications at level 3 and level 5. The nursery is open all year round, Monday to Thursday between the hours of 8am and 6pm and on a Friday between 8am and 4.30pm. The nursery currently provides funded early education for three- and four-year-old children.

Information about this inspection

Inspector

Dawn Pointer

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector has taken that into account in their evaluation of the provision.
- The inspector and the nursery manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- The inspector observed staff interaction with the children both inside and outside and assessed the impact this is having on children's learning.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery management team. She looked at relevant documentation, including evidence of staff qualifications and suitability.
- The inspector spoke with a number of staff at appropriate times during the inspection.
- The inspector spoke with a sample of parents 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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