

Inspection of Beech Hall School Nursery

Beech Hall School, Beech Hall Drive, Macclesfield SK10 2EG

Inspection date: 27 February 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enter the nursery eager to start their day. Warm and welcoming staff greet them as they arrive, which helps children to settle quickly. Children display confidence as they talk about the fun experiences they encounter in their day. Babies are given lots of cuddles to help soothe them as they move from home to nursery. This helps develop secure bonds between staff and children.

All children make good progress from their starting points. Children benefit from engaging outdoor experiences. They dig for minibeasts and explore the world around them, using binoculars they have made themselves. Young children develop their small muscles as they roll out play dough and squelch sensory jelly between their fingers. Pre-school children develop their critical thinking skills as they investigate how to melt ice to unearth hidden sea creatures. Through these experiences children are developing a love of learning.

Interactions between children and staff, and children and their peers, are warm and respectful. Staff create an environment where children are learning to manage their own behaviour. Children show care for others. For example, when children express they feel a little cold, their friends find their jumper for them. This demonstrates the positive attitudes children are forming towards others.

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

- Children make good progress, including those with special educational needs and/or disabilities. The manager and staff work in close partnership with parents and other agencies to support children. The linked school offers support and guidance to the nursery special educational needs coordinator. This helps to close gaps in children's development.
- Staff build upon children's interests. For instance, children have shown an interest in 'Ghostbusters', so staff have incorporated this into their physical education sessions. Children run around freely using their large muscles, pretending to be ghosts as they jump and shout 'Boo'. Children demonstrate engagement in their learning.
- Children thrive from outdoor learning. They go on 'welly walks' through the forest and play games with sticks in the River Bollin, which runs close to the nursery. While learning about the changing seasons children discover different flowers. Staff extend this learning by encouraging children to paint their own flowers and talk about what they look like. Children are developing an ability to talk about differences and change.
- Leaders have recently carried out training with staff around supporting children with the 'Statutory framework for early years foundation stage'. However, this training is not yet fully effective. When implementing activities staff focus more

on the learning outcomes for the children as a group. They do not always assess how this meets the next steps in each individual child's development. This leads to children not consistently benefiting from planned experiences which are tailored to meet their individual learning needs.

- Interactions with children are of a high quality. Staff use simple language with babies. Pre-school children are challenged with thought provoking questions to develop their understanding. Through experiences staff continuously introduce new words. This helps to widen children's vocabulary.
- Children behave extremely well. Staff provide clear routines. This supports children regulating their own behaviour as they know what is happening now and what is coming next. Staff have clear expectations for children. They talk to them about why some behaviour is not appropriate. This helps children understand how to keep themselves and others safe.
- Staff support children's emotional development. Babies who are new to the nursery are comforted and reassured with loving cuddles. Parents say how quickly their children settle with the friendly staff. Staff work closely with parents to find out children's interests and routines. This helps children to feel secure.
- Children learn about caring for living things. For instance, while looking at minibeasts in the garden staff talk to children about placing insects back in a safe place. They also visit the chickens at the linked school to help feed them. This helps develop children's understanding of caring for others.
- The setting failed to notify Ofsted of a change in directors, which is a breach of the statutory requirements. However, there is no impact on the care or safety of the children. The director does not have direct unsupervised contact with the children at this setting and is no longer part of the company. The provider had carried out robust checks to check the suitability of the individual, although these should be carried out by Ofsted.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good understanding of how to keep children safe. Staff are aware of the signs of abuse to look out for and who to report to if they have a concern. Risk assessments are carried out regularly to ensure that the environment is safe for the children. Staff are paediatric first-aid trained. Staff are deployed effectively around the nursery to ensure children are well supervised. This supports the safety of children.

What does the setting need to do to improve?

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

- continue to support staff to focus more precisely on individual children's next steps during adult-led activities to help them make even better progress.

Setting details

Unique reference number	2637091
Local authority	Cheshire East
Inspection number	10279618
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	43
Number of children on roll	67
Name of registered person	Swinbrook House Nursery Schools Limited
Registered person unique reference number	2551542
Telephone number	01625 422 192
Date of previous inspection	Not applicable

Information about this early years setting

Beech Hall School Nursery registered in 2021. It is independently operated from Beech Hall School in Macclesfield. The nursery employs 13 members of childcare staff. Of these, nine hold appropriate early years qualifications at level 3 or above, and two hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Joanne Valek

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- 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.
- 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 observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- 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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