

# Inspection of Little Beans Day Care (Garland) Limited

Little Beans Garland, 59 Garland Road, Poole BH15 2LD

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Inspection date: 16 June 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children show their excitement as they enter the nursery. Older children rush in, excited to be with their friends and ready for their learning to begin. Staff greet families in a friendly manner, taking time to listen to them and exchange information. This helps children to feel safe and secure from the moment they enter the nursery.

Older children demonstrate a 'can-do' attitude and are full of curiosity. They listen carefully and respond well to instructions. Younger children show respect for their environment as they tidy away toys willingly before lunch. Babies relish the opportunities offered to explore different textures. They focus intently, positioning their fingers carefully as they try to grab spaghetti hoops. Children's faces beam with delight at their achievements and the genuine praise they receive from adults.

The manager has identified aspects of children's development that have been hindered as a result of the COVID-19 pandemic and has revised the curriculum to reflect this. For example, they have a strong focus on children's social and emotional well-being. The manager plans specific learning experiences to help children extend their development. Children benefit from additional activities, such as French sessions, cooking, music and dance classes. This helps children to develop their confidence and social skills.

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

- The manager and staff have high ambitions for every child to achieve to the best of their abilities. They plan a broad curriculum and understand the knowledge and skills that children need to learn. Staff monitor closely the progress that children make, and all children make good progress.
- Staff plan activities to build on children's knowledge. For instance, they encourage children to talk about colours as they make space rockets during a creative activity. However, occasionally, the learning intentions for children are not supported fully. For example, when staff want children to learn about space and planets, they do not introduce children to this concept in their play.
- The nursery is fully inclusive and welcomes all children, including those in receipt of additional funding. Staff use additional funding to extend the children's learning experiences. For instance, children have a range of dressing-up clothes for role play to help them play alongside their friends and use their imagination.
- Children with special educational needs and/or disabilities (SEND) and children who are learning to speak English as an additional language are supported well. The special educational needs coordinator supports staff to develop plans and targets for children's learning. Staff ensure that support is sought without delay and work well with other professionals to support children with SEND. Children

with SEND know the routines. For instance, they put their shoes away on arrival.

- The nursery is safe and secure. The indoor areas are inviting and well arranged to help children explore and investigate what captures their interest. Outdoors, younger children ride tricycles confidently and manoeuvre them around obstacles. Older children enjoy challenging activities, such as water play, to continue their learning outdoors.
- Staff are positive role models for children. Overall, children behave well. They share and take turns with toys and are polite to one another. Most children know the rules and follow them well. Staff implement different approaches to support children to understand their behaviours. However, staff are not always consistent when they embed these. As a result, children do not always have a clear understanding of why their behaviours are not acceptable.
- Parents and carers speak highly of the setting. They comment that the staff are 'informative', 'welcoming' and 'friendly'. Parents appreciate the regular communication and support that staff provide. Good communication ensures that parents know what their children can do and what they will be learning next. Staff provide suggestions for how parents can continue to support their children's learning at home.
- The manager is passionate about supporting her staff team. She organises supervision sessions to provide staff with regular feedback to improve the quality of their practice. This supports the continuous improvement of standards of education and care within the setting. Staff share knowledge gained from training courses to support children's communication skills. For example, they introduce sign language for children to use alongside their spoken words.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have good knowledge of what to do if they have concerns about a child's well-being. They attend regular training to ensure that they keep their safeguarding knowledge up to date. There are clear procedures in place to record and report any concerns they may have, and leaders act quickly to safeguard children. Leaders know what to do should an allegation occur about any member of the team. They are clear about their roles and responsibilities, and suitable checks are in place to safeguard children. The manager ensures the vetting procedure is robust for all staff.

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

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

- encourage staff to focus more precisely on clearer learning intentions for activities to support what children need to learn next
- provide consistent opportunities for children to understand clearly the reasons

why certain behaviours are unacceptable.

## Setting details

<b>Unique reference number</b>	EY492436
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10291743
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 6
<b>Total number of places</b>	58
<b>Number of children on roll</b>	115
<b>Name of registered person</b>	Little Beans Day Care (Garland) Limited
<b>Registered person unique reference number</b>	RP534825
<b>Telephone number</b>	01202 668439
<b>Date of previous inspection</b>	8 December 2017

## Information about this early years setting

Little Beans Day Care (Garland) Limited registered in 2015 and is located in Poole, Dorset. The nursery is open Monday to Friday, from 7.30am to 5.30pm, for 51 weeks of the year. There are 20 members of childcare staff. Of these, two have a level 2 qualification, 10 have a level 3 qualification, one has a qualification at level 4, and one has a qualification at level 6. The manager has a level 6 qualification. The nursery receives funding to provide free early years education for children aged two, three and four years.

## Information about this inspection

### Inspector

Rachel Cornish

## 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 manager and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what staff want the children to learn.
- Parents discussed their views on the setting with the inspector.
- The manager carried out joint observations of group activities with the inspector.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, who is also one of the owners, and the manager about the leadership and management of the setting.
- 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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