

Inspection of Beechwood School Nursery

55 Leigham Court Road, London SW16 2NJ

Inspection date:

29 June 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

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children generally arrive at the nursery happy and are greeted by friendly staff. Children are keen to explore the activities available, and staff engage in children's play. However, the quality of staff interactions is inconsistent. They are not always clear about what they want children to learn to ensure they make the best possible progress.

During group times, older children show pride when they sing the welcome song and respond to their names. This builds their self-esteem and confidence. They start to learn French and say that today is 'Jeudi' when talking about days of the week. However, staff interactions with children can be rushed, which means children do not always have sufficient time to respond and communicate their own thoughts and ideas. This limits children's opportunities to further develop their language and communication skills.

Younger children and babies enjoy cuddles and support from staff. They sing songs and look at books, pointing at familiar objects and saying key words. Children demonstrate well-developed physical skills. They confidently use space as they explore outdoors. Babies show delight as they repeatedly go up and down the slide, demonstrating good coordination. They laugh and clap their hands as staff catch them at the end.

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

- The nursery has been through a difficult time since the last inspection, mainly due to staffing issues, which has proved to be challenging. However, the provider has recently recruited a new manager, who has promising leadership skills. The manager is enthusiastic and a good role model for staff. Staff are reassured by improvements made and feel that their well-being is supported. More effective systems are being introduced to support staff training and development.
- In the short time the new manager has been at the nursery, she has identified where many changes are needed. She has recognised the importance of creating a more organised and calmer environment. As a result, children's behaviour has improved, and children are now more engaged in their learning. Older children are able to play cooperatively and show respect for each other. Staff encourage younger children to use 'kind hands' when playing with their peers and to think about the impact of their actions on others.
- Overall, parents say that they have seen their children make progress, such as with their language development and managing their toileting needs. However, parents express dissatisfaction about the high staff turnover and the lack of communication about staff changes. Some parents do not know who their child's

key person is, nor do they know the specific targets to support children in their learning. Although most parents feel that staff are kind and welcoming, it is evident that partnerships with parents are not fully effective.

- Children benefit from regularly playing outdoors and being in the fresh air. The introduction of a forest school approach means that children have lots of opportunities to explore outdoors. Children enjoy the sensory experiences of being outside. Younger children enjoy splashing in puddles and transporting soil. Older children enjoy a game of 'What's the time, Mr Wolf?' and confidently count as they make big strides with their feet.
- The arrangements for supporting children with special educational needs and/or disabilities (SEND) are not effective. There has been a period of time when children did not receive timely support, which impacts on their progress. Additionally, staff do not consistently ensure that children with SEND have the right experiences to meet their learning needs, particularly around supporting children's social development.
- Children benefit from learning about healthy routines, such as handwashing before mealtimes and after using the toilet. They enjoy nutritious meals, which are freshly prepared on site, and they are encouraged to stay hydrated by regularly drinking water.
- The curriculum has been redesigned, with a focus on the Montessori teaching approach. Through this approach, children develop independence and have more ownership of what they want to do. Older children understand the routines of the setting, such as tidying away their resources, and they do this spontaneously. Transition times have improved. Children respond to songs that encourage them to line up and move safely between areas.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. They know the possible indicators that a child may be at risk and who to contact if they have concerns about children's welfare. The manager tests out staff's knowledge of safeguarding and prioritises training in this area. Staff are vigilant about the supervision of children, to support their safety. They are able to identify high-risk areas, such as the stairs, and they ensure that children are closely supported and encouraged to hold on to the banisters. Children also learn to take responsibility for their own safety. For example, they are given gentle reminders about using scissors safely so as not to hurt others.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
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ensure that effective arrangements are in place to support children with SEND to make consistently good progress in their learning, and ensure referrals to external services are made at the earliest opportunity to support children's future development	03/08/2023
improve staff's understanding of curriculum intentions to enable them to focus specifically on what children need to learn next, to ensure all children benefit from consistently good-quality learning experiences	03/08/2023
improve partnerships with parents to ensure all parents are aware of who their child's key person is and what their next steps in learning are, and ensure that staff changes are communicated promptly.	03/08/2023

Setting details

Unique reference number	EY386062
Local authority	Lambeth
Inspection number	10278006
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	1 to 4
Total number of places	85
Number of children on roll	25
Name of registered person	Court Green Investments Limited
Registered person unique reference number	RP911204
Telephone number	02086778778
Date of previous inspection	4 January 2023

Information about this early years setting

Beechwood School Nursery registered in 2008 and is located in the London Borough of Lambeth. The nursery employs 12 members of childcare staff, including the manager. Of these, nine members of staff hold appropriate early years qualifications, ranging from level 2 to level 4. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am to 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Laura Brewer

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together. The manager explained how the curriculum is organised for both younger and older children.
- The inspector observed teaching practices, indoors and outdoors, and considered the impact these have on children's learning.
- The inspector held discussions with leaders, staff, children and parents.
- The manager and the inspector carried out a joint observation of children's outdoor learning experiences.
- The inspector reviewed some of the setting's documentation, including the progress checks for children aged two years.

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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