

Inspection of Bishopston Beanstalks

Bishopston Methodist Church, 245 Gloucester Road, Bristol BS7 8NY

Inspection date: 12 July 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 Good

What is it like to attend this early years setting?

The provision is good

Children have warm and trusting relationships with staff, who are kind and caring. They smile with delight as staff greet them when they arrive and separate from their parents happily. Staff create a tranquil atmosphere and genuinely listen to the children. Children are calm and behave well. They understand the clear boundaries set. All children are valued. Staff put children's images on maps, placed at children's eye level, to show their birth and heritage. Family members visit the pre-school to share their celebrations and cultures. For example, parents and children enjoy sharing traditional dishes eaten during Eid-al-Fitr.

All staff know the children well and help those children who require extra support to settle in a sensitive manner. They speak softly and reassure these children, who quickly engage in their chosen play. Children enjoy accessing the inviting environment and are keen to explore resources and activities. Children are encouraged to become independent. For example, they hang up their coats, choose their image on a disc and use this to self-register. Children develop secure attachments to their key person. They enjoy curling up with them as they share a book.

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

- Support for children's emotional development is strong. Children have a variety of ways to identify, share and manage their emotions. For example, children use a disc with their face on and place it against an image of an emotion. This helps children with limited speech to make staff aware of how they are feeling. Staff regularly check the board and engage with children who have shared their emotions.
- Staff use innovative ways to encourage children to become familiar with routines and expectations. For example, children select their own image and place it next to a tidying up task they choose to complete.
- Staff talk to the children throughout the day. They use repetition to support children to learn unfamiliar words. For example, repeating 'stir' and 'mix' as children mix oat ingredients. However, sometimes the quality of interactions with older children are not fully effective to extend their communication skills further. For example, staff ask too many questions that do not give children time to think and respond.
- Mealtimes are sociable occasions. Staff use this opportunity to encourage children to talk to each other. Children cut up their food and pour their own drinks. Staff sit with children as they eat and help them learn about the importance of eating savoury food first before moving on to fruit and yogurt.
- Staff are quick to identify children who need early intervention and additional support. Funding is used effectively. For example, staff attend specific training

courses and implement routines which ensure that children are fully included and involved in all learning opportunities. All children, including those with special educational needs and/or disabilities (SEND), make good progress from their starting point.

- Children choose the fruit they would like to eat at snack. Staff explain that the one selected the most will be purchased. Staff skilfully extend this activity by taking children to local shop to buy the fruit. This supports children to learn about the wider community.
- Staff use their sharp knowledge of children's progress to support their planning. However, sometimes they do not consistently extend children's learning in a way that supports individual children, and the learning intent is lost. For example, staff sometimes miss opportunities to support and encourage children to interact with each other and form friendships.
- The management team monitor staff practice through various methods, including team meetings and regular supervisions. Staff are encouraged to take advantage of training opportunities to gain knowledge and be able to support all children. For example, staff complete 'autism champion' training.
- Partnerships with parents are strong. Parents share their children are very happy. They receive regular updates on their child's progress and have ideas they can try at home.
- Staff identify that some children prefer to be away from the sometimes noisy and busy environment. They provide tented areas and dedicated quiet spaces with cushions and books which children access independently.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete training to keep their understanding of child protection and safeguarding up to date. They have a clear understanding of their responsibilities to ensure that children are kept safe. They know what to do if they are worried about a child in their care, or the whistle-blowing procedure to follow if they have a concern about the conduct of other staff. Children are closely supervised. Security procedures are in place and implemented closely. Thorough risk assessments are completed by the manager each morning and reviewed during the day.

What does the setting need to do to improve?

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

- develop how staff support older children's communication and language skills even further through consistently high-quality interactions alongside children's play
- support staff to ensure that the precise learning intention for children is consistently implemented, so that children learn as much as they can.

Setting details

Unique reference number	EY468175
Local authority	Bristol City of
Inspection number	10299912
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	31
Name of registered person	Bishopston Beanstalks Ltd
Registered person unique reference number	RP532993
Telephone number	0117 942 5104
Date of previous inspection	23 January 2018

Information about this early years setting

Bishopston Beanstalks registered in 2013. It is located in Bishopston Methodist Church, Bristol. The pre-school is open from 9am until 2pm, on Mondays, Tuesdays, and Fridays and from 9am until 1pm on Wednesdays, during term time. There are eight members of staff. Of these, four have qualified teacher status, two have appropriate childcare qualifications at level 3 and two are unqualified. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Lin Harvey

Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the managers and has taken that into account in their evaluation of the setting.
- The inspector and a manager completed a learning walk to understand how the early years provision and the curriculum is organised.
- A meeting was held between the inspector and the two managers.
- The inspector considered the views of parents spoken to during the inspection.
- One joint observation was conducted by the inspector and a manager.

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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