

# Inspection of Beech Green Nursery

Beech Green Primary School, St. James, Quedgeley, Gloucester GL2 4WD

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Inspection date: 11 July 2023

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

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

### **The provision is good**

The curriculum is based on all children practising a range of skills to prepare them for school. Staff support the children with their school readiness from the age of two years old, when they first start at the setting. Children are developing their independence skills well. Younger children are beginning to take care of their own needs, such as blowing their own noses and washing their hands. Older children are using the toilet, opening their lunch packages and brushing their teeth to achieve good oral health.

Children are developing a sense of the world around them as they meet people within the local community. Staff and children have developed a good relationship with the local reverend, and they visit him in the church where he speaks to them about the church building and its history. Children are exploring the world in other ways to enrich their knowledge of nature. For example, they are learning how to care for growing fruits and vegetables in the garden. Younger children observe their growth, and when they are ready, they eat them at snack time to promote healthy eating and to review the end result of growing their own food. Older children closely experience the life cycle of a butterfly in the classroom as they excitedly watch caterpillars wiggle in their chrysalis.

Children are confident, happy and humorous as they interact and enjoy the company of the trusted staff and peers. They understand the rules of the setting and follow them well. Staff are good role models for the children. They demonstrate how to be respectful to each other, which embeds politeness and consideration for others. Children feel secure, which leads to them being positive and highly engaged learners.

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

- The managers evaluate how well children are learning, to ensure they are meeting their expected targets. Where children are not meeting their milestones, managers explore this further and find ways to help children progress. For example, managers recognised that children were not engaging in literature since the COVID-19 pandemic began. They resolved this by successfully encouraging staff to attend further training to promote effective story times. They also enrolled in a literature development pilot scheme. This has since helped children to develop a love for books, improve their language skills and develop confidence in acting out some stories.
- Children are progressing well in their physical development. They explore large play equipment in the stimulating garden. For example, younger children climb up slides and practise their balancing on beams to gain coordination. Older children climb up climbing walls and frames to strengthen their large muscles.

They also develop their small hand muscles in preparation for early writing. For example, they throw beanbags and dig for insects in soil using small hand-held tools.

- Staff make good efforts to promote mathematics and extend this through home activities provided to the parents. These include mathematics boxes that staff put together with counting games and ideas to promote number sequencing. However, although children enjoy practising their counting skills, such as when baking, staff place less emphasis on extending children's mathematical language to provide further challenge.
- Parents feel very reassured with the partnerships that staff and managers have worked hard to build with them. Parents feel well supported and very included in their child's development as staff provide parents with meetings, newsletters and an online learning journey to develop good communication regarding the children's learning experiences. Staff have helped parents to understand the curriculum, which supports them to understand their own child's development stages and continue learning at home. Parents identify progression in their child's learning, particularly in their speech and language.
- Children with special educational needs and/or disabilities (SEND) are well supported. For example, staff and leaders build up very strong links with a variety of professionals to seek support and advice for children with SEND. The team is dedicated to improving children's learning experiences from the funding it receives to help children reach the best possible outcomes.
- Staff embed diversity by celebrating various religions, with the aim for all children to be accepting and inclusive individuals. Families bring their own national heritage into the setting, including traditional clothing and native dishes that children may not have tried before. This supports children to understand the wider world and expand their minds to think about the way other people may live, eat and dress.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a good knowledge of how to safeguard children. They are able to identify and record any concerns for children who are possibly at risk of being abused and know who to report this information to. This also includes following the setting's whistle-blowing policy if they have any concerns about another member of staff. Managers safely recruit staff and continue to ensure they remain suitable to work with children. They hold regular staff meetings to continue updating staff and test their knowledge to ensure they know how to respond to a safeguarding concern.

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

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

- extend and challenge children in developing their understanding of early mathematics, including weighing, measuring and comparing quantities.

## Setting details

<b>Unique reference number</b>	2649545
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10298822
<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>	Sessional day care
<b>Age range of children at time of inspection</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Beech Green Nursery
<b>Registered person unique reference number</b>	2649544
<b>Telephone number</b>	07725842309
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Beech Green Nursery registered in 2021. It is based in Quedgeley, Gloucester. The nursery operates from 9am to 3.30pm, Monday to Friday, term time only. The nursery receives funding for the provision of free early years education for children aged two, three and four years. There are eight members of staff, including both managers. Of these, six hold appropriate early years qualifications, and one has an early years degree.

## Information about this inspection

### Inspector

Michelle Oram

## 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.
- The managers completed a learning walk of the setting with the inspector to discuss their curriculum and ethos.
- The inspector observed the quality of teaching and the impact this has on children's development.
- The inspector spoke with children and staff at appropriate times of the day.
- The manager and inspector took part in a joint observation to reflect on staff practice.
- The managers and inspector held a leadership and management meeting and reviewed specific documents.
- The inspector spoke with the parents to seek their views of the setting.

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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