

Inspection of Beaumont Pre-School

The Old Guard Rooms, Beaumont Grove, ALDERSHOT, Hampshire GU11 1YH

Inspection date:

19 July 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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happily. They are greeted by the friendly staff team, who welcome them into the nursery. Children independently hang up their belongings and make choices about where they are going to play. Staff encourage them to complete tasks for themselves, such as pouring their cereal at breakfast time. Children form close friendships. They play together imaginatively, creating story lines for their play. For example, they pretend to be puppies and owners. Staff provide children with plenty of time outside in the garden. They teach them how to manage risks, such as when they climb up and down the large climbing frame. Through using the climbing equipment children develop their large muscles and physical skills.

Young children enjoy participating in group singing activities. They copy actions and smile when the staff sing. However, the curriculum across the nursery is not fully developed and understood by all staff. Leaders do not provide newer staff with information about what they intend children to learn. This means that children do not benefit from well-planned activities to support their learning and development. At times, due to the lack of planned learning experiences available, children are not engaged and focused in their play. This leads to them using resources inappropriately, such as painting all over themselves.

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

- Leaders know what they want children to learn while they attend the setting. However, they do not make sure staff have the same understanding and know how to put this into practice. Therefore, staff do not consistently provide children with well-planned learning opportunities to support their development and progress. At times, the lack of stimulating activities available means that children are not engaged and the environment is chaotic.
- Staff have developed their partnership working with parents. They provide them with regular updates on what children have enjoyed and find out about what children have been doing at home. Parents speak positively of the nursery and feel that their child has been well supported to move to the next stage of their education.
- Staff use additional funding to provide children with experiences to broaden their understanding of the world. For example, they organised a visit from a mobile farm. They teach children about different people and communities in a variety of ways. For instance, they celebrate festivals, listen to music and try food from different cultures.
- The staff know about children's interests and find out what they have been doing at home. They use this information to plan activities. However, not all staff are confident to identify precisely what children need to learn next. The experiences staff plan, therefore, do not build consistently on what children

already know and can do, to help them reach their next steps and make good progress.

- Babies demonstrate a sense of belonging. They enjoy looking at books with pictures of their family in. Children access their water bottles throughout the day to ensure they remain hydrated. They sit sociably alongside their friends during mealtimes. Staff promote children's independence well, for instance they encourage them to feed themselves.
- Children develop a good understanding of how to keep themselves healthy. They are able to differentiate between healthy and unhealthy foods. Children enjoy practising their cutting skills as they chop up vegetables to make soup. They explain that they need to wash their hands 'to wash the germs away'. Children listen and follow instructions well during the activity. However, due to group activities involving large groups of children, staff are unable to fully support the children's individual learning. Also, at times, children have to wait a long time before they are able to have a go.
- The special educational needs coordinator is knowledgeable and has completed training to strengthen her skills. She has a clear plan for how she is going to develop the provision for children with additional needs even further. She works well with other professionals and demonstrates a good understanding of a range of strategies to support children.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their responsibility to safeguard children. They keep accurate records of any concerns that arise and follow the appropriate reporting procedures. Staff are aware of the signs that may indicate a child is at risk of harm. They attend training to keep their knowledge up to date. Staff understand what to do if they have a concern about a colleague. Leaders ensure they complete recruitment checks to ensure staff are suitable to work with children. They monitor the ongoing suitability of staff through regular supervisions. Staff teach children how to handle tools correctly. This helps children to learn to manage risks.

What does the setting need to do to improve?

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

- support staff to identify more precisely what children need to learn next, so they can use this information to plan activities that build on children's existing skills and knowledge
- develop a clear and ambitious curriculum across all areas of learning and ensure that it is understood by staff and implemented consistently
- organise group activities effectively to support individual children's learning.

Setting details

Unique reference number	109947
Local authority	Hampshire
Inspection number	10301558
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	44
Number of children on roll	70
Name of registered person	Beaumont Community Preschool & Childcare Groups Committee
Registered person unique reference number	RP517932
Telephone number	01252 328375
Date of previous inspection	11 January 2018

Information about this early years setting

Beaumont Pre-School registered in 1988 and is a committee-based setting. It operates in the Old Guard Rooms in Aldershot, Hampshire. It is open during school term times only, on Monday to Friday from 9am until 3.15pm. The provision receives funding to provide funded early education for children aged two, three and four years. There is a staff team of 14 people, 10 of whom hold relevant qualifications at level 2 or above.

Information about this inspection

Inspector
Jade Orosz

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 deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children, to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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