

Inspection of The Beeches Pre-school

136 St. Andrews Avenue, Colchester, Essex CO4 3AQ

Inspection date: 18 September 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children enjoy their pre-school day. They are greeted at the main gate by managers and staff who welcome them into the setting with a smile. Staff enquire how the children and their parents are. Children confidently tell staff that they are good and parents share relevant information from home with the staff to ensure they are aware of any changes or issues. On entry, children know where to place their belongings on their dedicated peg and proficiently change into their indoor shoes. The morning begins with a circle time, where staff and children discuss the day of the week and what the weather is like. Children know the routine well and engage enthusiastically in the discussion.

Children are well behaved. They show kindness and respect for each other and learn how to manage their own feelings with support from staff. For example, they seek out the help of adults when another child takes the resources they are playing with. Staff help them to negotiate turn taking and sharing. Children are provided with good opportunities to guide their own play and learning as they confidently move between the indoor and outdoor environments. Staff encourage children to play an active role in decision-making. For example, they select two stories and ask the children to vote on which one they want to hear first.

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

- Managers and staff have worked hard since the last inspection to improve all aspects of the pre-school. The environment is clean, well organised and risk assessed daily to ensure children play in a safe space. Children are now provided with more opportunities to initiate their own learning through child-focused play. Staff have developed strategies for supporting children during their freely chosen play.
- Changes in the leadership structure have created an opening for senior, long-standing staff to take on more managerial roles. The leaders are considering ways of building effective strategies to help those with managerial roles and responsibilities to become more confident and proficient in their new position.
- Parents spoken to at the time of the inspection speak highly of the staff and managers. They comment on the effective support their children receive when they need it, for example with speech and communication delays. Parents state that they feel that their children are safe and well cared for. They comment that their children love attending the pre-school.
- Staff support children's language development as they engage in purposeful conversations and introduce new vocabulary. For example, children recall that they learned the word 'reverse' the previous week, when they were discussing a vehicle going backwards. Staff are, however, less proficient at asking appropriate questions to enable children to think and work things out for

themselves.

- Children know that when it is sunny and raining at the same time, they sometimes see a rainbow in the sky. They enthusiastically create one by mixing different coloured paints together to paint on a large wall tarpaulin. They know that if they add white to their colour, they will get a lighter shade.
- Staff embed the curriculum in everything they do, encouraging children to learn through their chosen play and with adult support. For example, children who begin racing cars are encouraged to mark where their cars stop. They are encouraged by staff to seek out tools to help them to measure whose car has gone the farthest.
- Staff make good use of the children's interests to enhance their learning. For example, children show an interest in animals and insects. Staff use this to introduce effective activities to help children to learn. For example, they are encouraged to find and use tweezers to pick up plastic insects hidden in soil and leaves. They talk with staff about the size, colour and shape of the insect and use rulers to measure how long they are.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of their responsibilities to protect and safeguard children. They keep their knowledge updated, for example, through training and team meetings. Information and relevant contact numbers are displayed on the staff's safeguarding notice board for easy access. Staff are knowledgeable about all aspects of safeguarding, for example the 'Prevent' duty and county lines. The provider has effective recruitment procedures in place to ensure all new staff and trainees are appropriately vetted before they work with children.

What does the setting need to do to improve?

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

- develop staff's ability to encourage all children to express their thoughts and ideas and extend their learning
- strengthen the programme of professional development to support those with newly appointed managerial positions to embed their understanding of their roles and responsibilities.

Setting details

Unique reference number	203708
Local authority	Essex
Inspection number	10286118
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	14
Number of children on roll	15
Name of registered person	Beecham, Elaine Joy
Registered person unique reference number	RP513310
Telephone number	01206 866615
Date of previous inspection	22 March 2023

Information about this early years setting

The Beeches Pre-school registered in 1990. The pre-school employs eight members of childcare staff. Six members of staff hold appropriate early years qualifications at level 2 or above, including one who holds qualified teacher status. The pre-school opens from Monday to Friday, for 42 weeks of the year. Sessions are from 9.15am until midday and from 1pm until 3.30pm, with a lunch club from midday to 1pm. The pre-school also provides care from 8am until 5.30pm as required. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed all areas of the provision and discussed the safety and suitability of the premises.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the inspector carried out a joint observation together.
- 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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