

# Inspection of Becksid Pre-School & Nursery Ltd

Brown Cow Inn, Lincoln Road, Nettleham, Lincoln LN2 2NE

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Inspection date:

26 September 2023

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## **Overall effectiveness**

## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### **The provision requires improvement**

Children arrive eager to play and happy to see staff, who greet them with a warm welcome. They develop close friendships with other children and learn how to help one another. Children support their friends in finding the toilet and washing their hands when they have finished. They hold hands as one child proudly shares, 'I used the toilet by myself.' Staff and children clap and praise children for developing their independence and motivate them to continue trying things for themselves. Children are polite to one another and are encouraged by staff to use their manners. They thank the chef for their dinner, which is healthy and well balanced.

Older children demonstrate their growing imagination as they pretend to make food and drinks for staff. They learn new concepts, such as what a pretzel is and what it looks like. Children practise different social language, asking others how many sugars they would like in their tea and giggling as they put too much tomato sauce on staff's sausages.

However, staff's interaction with some younger children is inconsistent. Therefore, these children do not experience the same opportunity to be creative and continue their chosen play. Staff watch them paint but provide little interaction. They put the painting away after only a short time when children clearly want to continue. Staff do not always follow the procedures in place for storing medication safely and leaders do not have clear enough oversight to prevent this. However, leaders take immediate action to rectify this error by removing this risk and reaffirming staffs understanding of procedures, to minimise any future impact on children.

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

- Staff know their key children well and explain their care needs and personalities. They play alongside children and identify what children already know and can do. Staff identify what is most important for children to learn next, including children who may need additional support.
- Staff plan their environment and activities based on children's interests and what they want them to learn. They help two-year-old children to mould play dough into hedgehogs and other objects after learning about autumn. Staff support children to develop their hand muscles by squeezing, rolling and pushing the dough. They encourage children to use a variety of different materials and explain new textures, such as spiky and rough.
- Although most staff interact well, staff practice is inconsistent. Some staff working with younger children do not demonstrate the skills and knowledge needed to implement the curriculum. Therefore, children become disengaged quickly and wander about the room without staff support. Although they know what children need to learn next, staff do not support them with this during their

chosen play.

- Staff support babies to make sounds and develop a love of music and songs. They use repeated words such as 'shake, shake,' to comment on what children are doing while exploring musical instruments. They use simple instructions and questions to develop children's communication and speaking skills, while helping them understand how to take turns.
- Staff teach children how to understand and explain different emotions. Children imitate what they have learned while reading books, explaining the dragon was sad and discussing with staff how to treat others when they feel different emotions.
- Children demonstrate their increasing independence through the routines staff put in place. They hand knives and forks out to each other and listen to staff when they remind them to wait for their friends to be ready before eating. Staff teach children of all ages to negotiate and share with others.
- Leaders provide all staff with regular group training and coaching opportunities. They discuss as a team what is working well in their rooms and new ideas they may have. However, leaders do not have a clear enough oversight of some rooms. They rarely spend time observing practice to identify where improvements are needed. Leaders do not effectively identify what targeted support some staff need to improve their practice. Furthermore, although leaders take swift and thorough action when some staff fail to follow procedures, they have not ensured steps are in place to prevent this from happening.
- Parents' and carers' experience of feedback is varied. Some parents comment their child really learns a 'sense of self' at the setting. They say staff are experienced and friendly, and children are enthusiastic to arrive and play. However, some parents feel they do not always receive the same quality of feedback. They explain that although staff always communicate about children's care and safety, they do not get as much information about their children's learning and development as they would like.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have procedures in place to ensure that the environment is safe for children to play in and take swift action to rectify when this is not followed. Therefore, there is minimal impact on children. Thorough arrival procedures are in place, including supervising all doors and checking the identification of visitors. Leaders and staff demonstrate a good understanding of their responsibility to safeguard children. They can identify the signs and symptoms that children may be at risk of harm. Staff know how and when to record, monitor and report their concerns to child protection professionals. They work alongside other professionals to support families when needed. Leaders ensure that their recruitment processes are robust.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
ensure that leaders identify and provide the necessary support for individual staff to improve their knowledge and skills and to be able to implement the chosen curriculum effectively	26/10/2023
ensure that all leaders demonstrate a clear knowledge and understanding of their roles and responsibilities and have sufficient oversight across the setting.	26/10/2023

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

- improve the use of information sharing between key people and parents and carers to strengthen the consistency of support provided to children.

## Setting details

<b>Unique reference number</b>	2655202
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10310063
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	67
<b>Number of children on roll</b>	120
<b>Name of registered person</b>	Beckside Pre-School & Nursery Ltd
<b>Registered person unique reference number</b>	2655200
<b>Telephone number</b>	07940873505
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Beckside Pre-school and Nursery Ltd is based in Nettleham, Lincoln. It registered in 2021. The nursery employs 23 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lora Teague

## 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 manager and inspector conducted a learning walk together, discussing the learning intention for children and how the environment is arranged.
- The manager and inspector observed and evaluated an section of time.
- The inspector observed staff and children of all ages in the setting.
- The inspector held discussions with staff and leaders regularly during the inspection.
- The views of parents and carers were taken into consideration.
- A sample of documents was reviewed, including paediatric first-aid certificates, suitability checks and safeguarding policies and procedures.

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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