

Inspection of The Beacon Day Nursery and Preschool

2 Acer Road, Rendlesham, Woodbridge IP12 2GA

Inspection date: 15 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is outstanding

Leaders and practitioners offer an extremely welcoming nursery where all children and their families feel fully included and valued. Practitioners uphold the highest expectations and aspirations for all children. This approach, together with an exceptionally well-designed curriculum, helps to ensure that children constantly acquire knowledge and skills. The nursery is a hive of activity and children show a great enthusiasm for having a go at challenging tasks or finding out something new. For example, pre-school children show high levels of perseverance as staff encourage them to try different ways to complete more-complex puzzles.

Practitioners play alongside children. They inspire children's ideas and create many opportunities for them to follow these through. For example, children explore their passion for baking by sharing recipe suggestions with the setting's chef. Practitioners foster the involvement of the younger toddlers by offering pictures of foods for them to choose from.

Practitioners know children exceptionally well. Children flourish because of their strong emotional attachments to staff. Practitioners are particularly attentive to children's individual behavioural needs. Across the nursery, children benefit from the practitioners' high expectations of their behaviour. Children thrive on the praise offered by practitioners and take pride in caring for toys and equipment. There is an extremely calm and reassuring approach within the nursery. This helps all babies and children to feel extremely safe and settled.

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

- Leaders demonstrate a passionate commitment to providing the highest possible quality of care for children. Since the last inspection, they carefully reviewed and adapted the available space and resources to create a vibrant, inviting, and accessible learning environment for each age group. This is particularly successful in strengthening younger children's independence and their concentration skills.
- Practitioners know exactly what they want children to achieve, ready for the next stage in their development. They skilfully tailor their interactions with children to build on previous learning. For example, when toddlers say that they have been on a train, practitioners inspire children to reposition chairs to make a train in the nursery. They seize every opportunity to model language, introduce British Sign Language, and enhance children's vocabulary during this imaginative play.
- Leaders encourage practitioners to share their passions and expertise with the children. This helps to ignite children's curiosity and interest, and introduces children to an even wider range of rich experiences. For example, babies watch with wonder as practitioners play an accordion. They begin to dance to express

their enjoyment of the sounds they can hear. Practitioners explain how they are using the musical instrument to extend children's understanding. After a short time, everyone in the room shares in the joy of listening to the music together.

- Practitioners who work with babies are alert to the physical and emotional needs of the youngest children and tailor their care superbly to suit these. For example, they initiate calm activities and close interactions with babies to help them to understand when it is time to prepare for a sleep.
- Practitioners encourage children to make positive choices about their behaviour. For example, when children struggle to share a toy car, staff empower them to consider how to resolve the situation. Children show excellent levels of respect for one another as they initiate the use of a timer and check if anyone else would like a go before setting it up to take turns.
- There is a particularly strong focus on promoting children's well-being. For example, practitioners lead meditation and mindfulness activities with pre-school children. Children listen intently as practitioners skilfully prompt them to imagine a walk along the beach. Children respond with highly imaginative and detailed accounts of their thoughts and feelings, and demonstrate the excellent connections they make in their experiences.
- Practitioners show an unquestionable commitment to working with parents to support children's progress. Leaders go above and beyond to organise events and information sessions, which help with bringing parents together and sharing information about the curriculum. For example, many parents attend a practical workshop to learn more about how they can support their children's readiness for school.
- Leaders have excellent oversight of the nursery. Practitioner performance is closely monitored. Leaders value and show high levels of respect for practitioners and their well-being. This helps to motivate practitioners to share the new and innovative ideas they gather from training and to inspire each other to excel in their work with children.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2634543
Local authority	Suffolk
Inspection number	10282369
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	0 to 4
Total number of places	51
Number of children on roll	31
Name of registered person	Golden Apples Day Nursery Limited
Registered person unique reference number	RP552696
Telephone number	01394 420581
Date of previous inspection	21 February 2023

Information about this early years setting

The Beacon Day Nursery and Preschool registered in 2021. It is situated in Rendlesham, Suffolk and is part of a chain of nurseries. The nursery employs nine members of staff, of whom most hold childcare qualifications at level 3 and above. One member of staff holds qualified teacher status. The nursery is open all year round. Sessions are from 8am to 6pm on Monday, Tuesday, Wednesday and Thursday, and 8am to 4.30pm on Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah Clements

Inspection activities

- The inspector discussed the continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of interactions during activities indoors and outdoors, and assessed the impact that this has on children's learning.
- The nursery manager and inspector jointly observed and evaluated an activity in the toddler room.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- Children told the inspector about their friends and what they like to do when they are at the nursery.
- Parents shared their views of the nursery with the inspector.
- The inspector spoke with leaders about the leadership and management of the setting.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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