

Inspection of Beaumont House Day Nursery

121 Heath Road, Twickenham TW1 4AZ

Inspection date: 10 May 2024

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	Good
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What is it like to attend this early years setting?

The provision is good

Children receive warm care and attention from their key person and settle in quickly when they first start. They happily arrive at this welcoming nursery to start their day. Staff are vigilant and keep children safe. They listen to children, and this helps children feel valued. Children have plenty of time to complete tasks and be imaginative.

The management team and staff have clear curriculum aims for all children. They know how to support the most-able children and those who have gaps in their learning. Staff focus on children's interests when planning for their next steps, and this helps children to be engaged and to progress in their learning. All children, including those with special educational needs and/or disabilities (SEND) and those who learn English as an additional language, make good progress from their starting points.

Staff plan exciting activities, and this helps children to naturally develop positive attitudes towards learning. Staff are positive role models and are clear about their expectations. Children understand the rules of the setting, show kindness and behave well. They develop skills, including independence, to help prepare them for the next stage in their learning. Children are physically active outdoors and learn how to keep themselves safe. They benefit from a healthy and nutritious diet. This promotes their good health.

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

- The management team regularly evaluates the effectiveness of provision for children. Managers have recently strengthened the induction process to support new staff to help them to understand their roles and responsibilities and the setting's policies and procedures. However, they do not focus as well on less skilled staff to help them become confident teachers. As a result, there are occasions when less skilled staff miss chances to build on children's learning.
- Despite the challenges in staff recruitment, the management team ensures that staff-to-child ratios are always met, and children receive good quality of care and education.
- The management team is skilled in identifying when children may have SEND and quickly arranges for support. Managers work collaboratively with other professionals and use effective strategies to help children progress in their development.
- Children who learn English as an additional language do not receive consistent support across the nursery. Some children, especially those in the baby room and toddler room, have fewer opportunities to hear and use their home language in their play and learning. Nevertheless, they develop a good

understanding and use of English, including through rhymes, reading and meaningful discussions with staff. This gradually helps them to become confident communicators.

- Staff regularly observe and assess children's progress. They effectively share information with parents about children's care needs, activities and progress in their children's learning. Staff encourage parents to share their children's learning from home. This helps to provide continuity in children's learning and development.
- Staff in the pre-school room arrange games and play activities for children to count and problem-solve. For example, children count the dots on a dice and discuss who may win the game if they have a higher number on their dice.
- Children use their imagination and decide on their creations. For example, during the inspection, they built a spaceship out of blocks and created a 'Harry Potter' hat. Staff engage with children in conversations and discuss their past experiences.
- Staff in the toddler room support children to learn with repetition to help increase their communication and language skills. Children enjoy rhymes and join in with actions. Children confidently recognise the names of colours, mix paint, and eagerly observe the colours they mix.
- Children in the baby room enjoy exploration with their senses. They have plenty of opportunities outside and indoors to move around and build on their physical skills. Staff support babies to strengthen their small muscles. For example, they encourage them to squeeze play dough and oranges during water play.
- Children have opportunities to learn about the local community and the world around them. For example, they regularly visit the library and enjoy story time. They visit shops and learn about people who help us. This helps children to learn to respect and value diversity.

Safeguarding

The arrangements for safeguarding are effective.

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

What does the setting need to do to improve?

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

- build on current support for less skilled staff to help them become confident teachers
- provide consistent opportunities across the nursery for children who learn English as an additional language, to help them hear and use their home language in their play and learning.

Setting details

Unique reference number	EY544349
Local authority	Richmond Upon Thames
Inspection number	10340016
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	0 to 4
Total number of places	93
Number of children on roll	70
Name of registered person	Pilgrim Trading Limited
Registered person unique reference number	RP544348
Telephone number	02087122297
Date of previous inspection	9 April 2019

Information about this early years setting

Beaumont House Day Nursery registered in 2017 and is based in Twickenham, in the London Borough of Richmond. The nursery is open weekdays, for 51 weeks of the year, from 7.30am to 6pm. The provider receives funding to provide free early education for children aged three and four years. There are 13 staff members. Of these, one holds an early years degree at level 6, six hold a qualification at level 3, and six hold level 2 qualifications.

Information about this inspection

Inspector

Katarina Hustava

Inspection activities

- This was the first routine inspection the nursery 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 the evaluation of the provider.
- The deputy manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the deputy manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector spoke to staff and children at appropriate times during the inspection.
- 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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