

Beech Green Nursery / Childcare



Beech Green Primary School, St James, Quedgeley, Gloucestershire GL2
4WD

Inspection date	2 October 2018
Previous inspection date	13 April 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Children thrive in this extremely caring environment. They are very happy, settle quickly and are confident to explore the wide range of stimulating learning opportunities staff provide inside and outdoors.
- Staff set consistent expectations for behaviour which helps prepare children very well for school. Children's behaviour is excellent. Very close relationships with the host school help them to experience continuity. For example, children are regularly invited to share the school's facilities and play areas, visit classrooms and meet with teachers.
- Experienced staff ensure observation, planning and assessment arrangements are effective, enabling all children to make good progress in their learning and development, including those who have special educational needs and/or disabilities.
- The committee supports the staff team very well and demonstrates a strong desire for them to achieve the best possible outcomes for children. For example, information about action plans for improvement, results of parents' questionnaires, and details of how funding is spent is shared with parents online. This helps to encourage effective partnerships.

It is not yet outstanding because:

- At times, staff do not make the best use of the exciting range of activities and experiences they provide to develop children's ideas and challenge their thinking skills even further to take their learning to a higher level.
- Although monitoring of staff practice is effective overall, staff's teaching skills are not given enough focus at times to help raise the quality of teaching to the highest standards possible to ensure children reach their maximum potential.

What the setting needs to do to improve further

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

- make better use of opportunities for children to think for themselves, and develop their ideas and problem-solving skills further
- continue to improve systems to develop consistency across all staff to help raise standards of teaching to even higher levels.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning indoors and outdoors.
- The inspector held a meeting with the nursery leader and a committee member about their leadership and management, including how they evaluate practice and evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents, the headteacher and two teachers of the host school, along with a visiting outside professional and took account of their views.
- The inspector completed a joint observation with the nursery leader.
- The inspector looked at documentation, including a sample of children's records, health and safety records and policies and procedures.

Inspector

Jan Harvey

Inspection findings

Effectiveness of leadership and management is good

The nursery team works closely together led by the passionate and dedicated nursery leader. Overall, the leader monitors staff well and supports the development of their skills through appropriate professional development opportunities. For example, she is supporting a member of staff to gain early years teacher status. Safeguarding is effective. It is at the heart of everything staff do. They complete regular training and are very knowledgeable about how to protect children and keep them safe. If there are concerns about a child's welfare, management closely follow clear procedures to ensure they protect children from harm. The nursery leader uses effective monitoring processes to track children's progress and quickly target any gaps in their learning.

Quality of teaching, learning and assessment is good

Staff support children's communication and language skills well. For example, they engage children in conversations, build on and extend vocabulary, and introduce new words, such as 'metallic' and 'squelchy'. Children develop an interest in technology. For example, staff use a computer tablet to share images to help younger children recall how they made cheese muffins. Staff encourage older children to test out their scissor skills as they cut spaghetti. Children are excited as they experiment with magnets and discover different metal materials. Staff teach children to be imaginative in their play. For example, children delight in being pirates, finding treasure and deciding where to bury it. Staff support children's mathematical development well. For instance, they model mathematical language as children recognise numerals and number patterns.

Personal development, behaviour and welfare are outstanding

Staff place high importance on their role as key person to support children and their families. Parents are extremely complimentary about the nursery and the warm and friendly staff. For example, they say they appreciate the frequent, informal updates about their children, including online assessment information, which enables them to help extend their children's learning at home. Staff support children exceptionally well to develop an understanding of the importance of physical exercise and a healthy diet, and to manage their own hygiene and personal needs. Children take managed risks, indoors and outdoors, learning to play safely. For example, while enjoying the challenge of building a wall, they carefully move and arrange heavy house bricks, reminding friends to be careful as they might hurt their fingers.

Outcomes for children are good

Children develop confidence and acquire skills that prepare them well for the next stage in their learning and their eventual move to school. For example, children are keen to find their name cards when they arrive to self-register and stick their name on their special drawer. Children show a genuine interest in the natural world, for instance, they discuss the features of insects and count the insect's legs and wings. Children of all ages enjoy stories and frequently use books and props to develop their early reading skills.

Setting details

Unique reference number	101883
Local authority	Gloucestershire
Inspection number	10063086
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 8
Total number of places	80
Number of children on roll	153
Name of registered person	Beech Green Nursery/Childcare Group Committee
Registered person unique reference number	RP519893
Date of previous inspection	13 April 2016
Telephone number	07725842309

Beech Green Nursery and Childcare registered in 1997. The nursery uses a separate building on the site of Beech Green Primary School in Quedgeley, Gloucestershire. The nursery opens five days a week during term times only. Sessions are from 9am to midday and from 12.30pm to 3.30pm. The setting receives funding for the provision of free early education for children aged two, three and four years. The out-of-school club, which uses rooms in the school, is open from 8am to 8.50am and from 3.10pm to 6pm. The holiday club is open for two weeks during the Easter break and for four weeks in the summer break from 8am to 6pm. There is a team of nine staff. Of these, eight hold relevant early years qualifications at level 3 or above.

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