

Inspection of The Beaconsfield Day Nursery and Pre-School

Garvin Street, Beaconsfield, Bucks HP9 1RD

Inspection date: 12 July 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff are friendly, kind and nurturing. As children and parents arrive, staff greet them with warmth and enthusiasm, helping children to settle quickly. Leaders and staff have high expectations for all children. They have developed a curriculum that focuses on providing children with a wide range of opportunities and experiences within their local community to help enhance their understanding of the wider world. Children of all ages take part in regular outings. Older children enjoy trips to the local care home and staff take children to deliver food to the nearby food bank and on walks to the shops and train station. Children learn about other cultures. For example, staff invite parents into the nursery to share baking, songs and stories from their own heritage with the children. This helps all children to feel welcome and valued at the nursery.

Leaders have taken swift action to address the weaknesses raised at the last inspection. All children, including those with special educational needs and/or disabilities (SEND), enjoy a wide range of activities that ignite their curiosity and imagination. Children thoroughly enjoy being outside where they build on their physical skills and strength. They run, jump and climb and show high levels of perseverance as they practise these skills. Children take part wholeheartedly in the daily yoga sessions and are motivated to persevere with challenging movements such as hopping and balancing. Staff set clear expectations for behaviour and children behave well. Staff model how to treat others with respect and help children understand the consequences of their actions upon others. Children show kindness towards each other and an awareness of their own emotions.

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

- The manager reflects on the provision and has a clear and ambitious vision for the nursery. She has an accurate view of the strengths and areas for development for the setting. Staff feel extremely supported by the leadership team. They benefit from numerous opportunities to develop their skills further. For example, they complete qualifications and receive regular training as well as taking part in appraisals and supervision meetings.
- Overall, staff deliver a broad curriculum that inspires and motivates children. They are clear about what they intend for children to learn. Children are provided with many activities that capture their interests. However, occasionally, some staff do not recognise when to adapt the activities in response to children's current skills and knowledge to help ensure that each child can benefit from the learning experiences. On these occasions, children's learning is less well supported.
- The special educational needs and/or disabilities coordinator (SENDCo) has extensive knowledge on how to support children with SEND. The SENDCo works

alongside all staff, parents and external agencies to ensure that children's individual needs are being met. Staff use a range of strategies to support children, such as visual aids and Makaton. They work together to ensure that children receive a shared approach to their learning. This supports all children to achieve the best outcomes.

- Staff form strong attachments with babies. They are highly attuned to their individual needs and know them well. Babies demonstrate that they are emotionally secure in the nursery as they smile and regularly snuggle up to the staff for cuddles. Staff provide rich experiences to support babies' early development. For example, babies explore and investigate baskets full of interesting objects. Staff encourage young children to move and explore and they share in babies' delight when they walk over a low ramp.
- Staff model language well and teach children new words as they play. Children sing songs and hear lots of stories read by staff. Babies babble in response to adults' interactions and singing. The oldest children engage in meaningful conversations with their friends and those that care for them.
- Staff place a strong focus on developing children's independence and preparing them for their future learning, including starting school. Younger children wash their hands, with just a little help from staff. Older children support the youngest children at mealtimes and help tidy up after lunch. Staff are always available to offer praise when children try to do things for themselves. This helps children to develop confidence in doing things for themselves.
- Partnership with parents is a strength of the nursery. Staff share regular updates with parents on their children's development. Parents have monthly discussions with staff about their children's progress and work together to develop children's skills. There is a 'home-learning library', where parents can take books and activities home to continue their learning. Parents attend events, such as a family fun day and a graduation ceremony. They say that they enjoy being involved in their children's learning and that there is a real sense of community.

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:

- strengthen staff's skills in recognising when and how to adapt activities to further extend individual children's learning and development.

Setting details

Unique reference number	2684696
Local authority	Buckinghamshire
Inspection number	10312430
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	54
Number of children on roll	54
Name of registered person	Little Garden Day Nurseries Limited
Registered person unique reference number	RP519313
Telephone number	01494 673 088
Date of previous inspection	5 September 2023

Information about this early years setting

The Beaconsfield Day Nursery and Pre-School registered in 2022. It is located in a building on the site of St Mary and All Saints Church of England Primary School, Beaconsfield. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery currently employs 18 staff, 16 of whom currently hold relevant early years qualifications at level 2 or above.

Information about this inspection

Inspector

Joanne Allen

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 completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- At suitable times during the inspection, the inspector spoke to staff, parents and children and took their views into account.
- The inspector and the manager observed interactions between adults and children. They discussed the learning that took place.
- The manager and her staff explained their role in safeguarding children to the inspector.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- 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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