

# Bright Bees Beaumont Lodge

260a Astill Lodge Road, LEICESTER, LE4 1EF



<b>Inspection date</b>	9 August 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The standard of teaching throughout the nursery is consistently good, with staff in the pre-school room demonstrating some outstanding teaching qualities. Staff have a good understanding of how children learn and plan activities that interest and motivate them.
- Staff make regular and precise assessments of the progress children make, which helps them to highlight any gaps in their learning. Staff plan additional activities that suitably challenge children and help them make the next steps in their learning.
- Staff are caring and effective role models. Children play cooperatively, behave well and know what is expected of them. This, as well as successful relationships with parents, helps children to develop a good sense of belonging and to feel safe and secure.
- Leadership and management are very strong. The exceptionally well-qualified management team implements legal requirements to a very high standard.
- Partnerships with other professionals are extremely well established and highly effective in helping all children receive any additional support they may require.

### It is not yet outstanding because:

- Staff do not fully take into consideration the different ways in which children like to learn when planning activities, so that children are highly engaged and have the best possible chance to achieve at the highest level.
- Occasionally, staff in the baby room do not model a high standard of English grammar and pronunciation, so that all babies have the best opportunities to learn and develop a good standard of spoken English.

## What the setting needs to do to improve further

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

- focus more precisely on the different ways in which children like to learn to increase the potential for each child to achieve at the highest possible level
- improve how staff in the baby room model the English spoken language, so that all babies have the best opportunities to learn and develop a good standard of spoken English.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on the children's learning.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the nominated person, both deputy managers and the registered individual.
- The inspector spoke with the nominated person, deputy managers and staff and interacted with children at appropriate times throughout the inspection.
- The inspector looked at the assessments of children's progress and the planning documentation.
- The inspector checked evidence of the suitability and qualifications of the staff and discussed the nursery's self-evaluation form and improvement plans.
- The inspector took account of the views of parents spoken to on the day of inspection.

### Inspector

Jacky Kirk

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. All staff are thoroughly trained in child protection, and know the correct procedures to follow should they have any concerns about a child's welfare. The management team actively seeks and uses the views of staff, other professionals, parents, and children to bring about carefully timed and planned improvements. The managers place high priority on supporting all staff through robust methods of supervision. They regularly meet with staff to coach and mentor them. They give focused training opportunities to further promote their childcare knowledge and practice. Highly effective monitoring systems quickly identify where individual or groups of children may be slow to develop.

### Quality of teaching, learning and assessment is good

Parents are fully involved in their children's learning. Staff regularly discuss information with them about their child's achievements at nursery. They share ideas of how they can further promote their learning at home. Staff use visual aids effectively. These help all children, including those who speak English as additional language, to understand the nursery routines and communicate their individual needs. Staff sit and read with each child every day. This promotes children's interest in books and reading remarkably well. Babies are given many opportunities to explore a wide range of natural materials. They are delighted when they see the patterns they have made on the ground by dipping flower stems in water. Older children demonstrate very good thinking skills. For example, they mix different amounts of blue and white paint to try and match the tones of blue on a colour chart. Staff challenge them further by encouraging them to, have a go at making their own colour chart using another colour of their own choice.

### Personal development, behaviour and welfare are good

Children form secure attachments to staff and their friends. They are confident communicators and self-assuredly explore their surroundings. Staff promote children's health and well-being very well. They carefully plan children's moves within the nursery so they receive the social and emotional support they need. Staff promote children's independence skills superbly. Babies use small jugs to pour their own milk and toddlers enjoy doing small tasks, such as setting the table. Parents are encouraged to share photographs of family members and holidays. Staff use these sensitively to help children learn about respect and celebrate their differences.

### Outcomes for children are good

All children make very good progress given their starting points. Assessments show gaps in the progress made by different groups of children, including those who receive additional funding, are negligible or closing quickly. Toddlers show empathy towards their friends if they are upset. Additionally, they display very good sharing skills as they give the toy they are playing with to their friends. Older children confidently count to ten as they press directional buttons on programmable toys. These skills help prepare children well for the next stages of their learning, such as school.

## Setting details

<b>Unique reference number</b>	EY494873
<b>Local authority</b>	Leicester City
<b>Inspection number</b>	1026755
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Bright Bees Nursery Ltd
<b>Registered person unique reference number</b>	RP907222
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0116 235 5531

Bright Bees Beaumont Lodge nursery was registered in 2015. The nursery employs 13 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, except for one week at Christmas. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. They support children who speak English as an additional language.

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