

<b>Inspection date</b>	3 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

- Children are very happy and they settle well. Good quality teaching from the enthusiastic and knowledgeable team of staff helps all children to make good progress, as they are keen and ready to learn.
- Highly effective partnerships with parents and other professionals help staff to ensure children receive consistent support for their individual needs.
- Staff provide good activities to help children develop confidence and independence, and prepare them well for the next stage in their learning, such as school.
- The management team is committed to providing high quality outcomes for children. For example, it regularly reflects on all aspects of the provision to help identify areas for improvement.
- There is a strong emphasis on safeguarding throughout the management and staff team. All those involved prioritise safety and are fully aware of their individual roles and responsibilities in helping to ensure children are safe.

### It is not yet outstanding because:

- Although staff monitor individual children's progress and development effectively, they do not always reflect well enough on the progress of groups of children, to help them evaluate the effectiveness of the curriculum in meeting children's needs.
- Staff do not always extend opportunities for children who speak English as an additional language to hear and use their home languages at nursery to further support their progress.

## What the setting needs to do to improve further

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

- extend monitoring and assessment procedures to enable better tracking of groups of children and the progress they make over time
- provide more opportunities for children who speak English as an additional language to hear and use their home languages within the nursery.

### Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector completed a joint observation, and held meetings at an appropriate time with the manager and nominated person.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of staff suitability checks and the qualifications of practitioners working with children, and reviewed the provider's self-evaluation document.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection, and engaged in discussions with staff and children at appropriate times.

### Inspector

Samantha Powis

## Inspection findings

### Effectiveness of the leadership and management is good

Staff provide a welcoming environment. For example, they display children's pictures, names and photographs on the walls. They provide parents with ideas to further extend children's learning at home, and complete home visits to help children settle quickly in the nursery. Safeguarding is effective. The management team and all staff are up to date with procedures and understand their responsibility to protect children. Staff recruitment and vetting procedures are thorough, and the manager regularly reviews staff's ongoing suitability to work with children, helping to keep children safe. The management team supports staff extremely well to extend their skills, for example, through training, and regularly monitors staff performance to help them make improvements for children.

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

Staff focus on children's interests and individual learning needs well to plan and provide activities. For example, children are keen to participate in a creative activity and discuss the resources they can use with staff to turn the box they are using into a fire engine. Freely accessible resources enable children to use their imaginations and make choices. Children are confident communicators. Staff support children well to listen and have clear rules to help them learn. At group time, children know to wait for their turn to hold the 'magic pen' before they share what they have to say. They listen with interest to what others have to say and confidently use a wide range of vocabulary.

### Personal development, behaviour and welfare are good

Staff provide good support for children to learn to behave well. They get down to children's level and encourage them to negotiate and discuss how they can share the toys fairly. Staff offer lots of praise and encouragement, helping children to feel very proud of their achievements. Children have the confidence to have a go, for example, sharing news at group time. They have regular opportunities for exercise as they access the outdoor areas throughout the day. Staff make changes to the environment to improve children's independence and understanding of how to keep themselves safe and healthy. For example, they have fitted a mirror at child height to encourage children to apply sun cream for themselves before they go outside to play.

### Outcomes for children are good

Children make good progress and are prepared well for the next stage in their learning, such as school. For example, staff support children in getting changed for physical activity sessions so they have the skills and confidence to manage this by themselves. Children are increasingly aware of letters and sounds, and frequently use numbers and counting in their play. They sing a favourite song about sausages, which helps them practise the letter of the week and involves them in simple mathematics.

## Setting details

<b>Unique reference number</b>	EY481492
<b>Local authority</b>	Poole
<b>Inspection number</b>	993712
<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>	1 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	52
<b>Name of registered person</b>	Little Beans Day Care Limited
<b>Registered person unique reference number</b>	RP533976
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01202259412

Little Beans registered in 2014. It is a privately owned nursery run from a converted residential property on the outskirts of Poole, in Dorset. The nursery operates all year round, every weekday from 7.30am to 6pm. A team of six staff works with the children, including the owner/manager. Four staff hold early years qualifications at level 3, and two members of staff are currently completing childcare qualifications. The nursery receives funding to provide free early education for children aged two, three and four years.

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