

# Little Beans Day Care (Garland) Limited

Little Beans Garland, 59 Garland Road, Poole, BH15 2LD



<b>Inspection date</b>	8 December 2016
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- Children's attendance is sometimes not logged accurately by staff to support children's safety. There is not always a clear record of the times that children leave the premises. This is a breach of the requirements of the Early Years and Childcare Registers.
- Staff do not monitor children's development closely enough to enable them to use this information to plan and provide activities that consistently challenge and support children's learning. Children do not make as much progress as possible.
- Children who speak languages other than English at home are not provided with enough opportunities to use or hear these within the setting.
- Although managers complete some monitoring of staff performance, this does not help them to identify all aspects of the provision that require improvement.

### It has the following strengths

- Staff provide children with lots of praise and encouragement and support them well in sharing and taking turns. They help them to form secure relationships.
- Staff have a confident awareness of safeguarding procedures. They fully understand their responsibilities and know the action they must take to help keep children safe.
- High ratios of qualified staff and effective planning of staff rotas help to ensure that children are supervised appropriately at all times. Children settle well and receive support from staff to help them feel secure.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and the Childcare Register the provider must:

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ maintain an accurate daily record of children's attendance</li> </ul>	23/12/2016
<ul style="list-style-type: none"> <li>■ improve procedures for monitoring children's progress and identifying the next steps in their learning, to help ensure planned activities reflect children's individual learning needs and help all children to make good progress.</li> </ul>	27/01/2017

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

- provide more opportunities for children to hear and use their home languages within the nursery
- improve the monitoring of staff performance, to help identify and address weaknesses more promptly.

### 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/nominated person.
- The inspector looked at children's assessment records, planning documents and sampled welfare records.
- The inspector checked evidence of the suitability checks and qualifications of staff working with children and reviewed the provider's self-evaluation document.
- The inspector took account of the views of parent 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 requires improvement**

Safeguarding is effective. Staff recruitment procedures are successful in identifying the suitability of staff to work with children. Staff receive a thorough induction and continue to be provided with ongoing training, such as safeguarding and first aid, helping to ensure they are clear on their roles and responsibilities. The manager carries out regular monitoring and supervision of her staff. However, she has not targeted support effectively to improve the arrangements for monitoring children's progress or strengthening the quality of teaching across the setting to improve outcomes for children's learning. Parents receive frequent information about how their children are getting on, and links are made with other professionals to help provide children with consistent support.

### **Quality of teaching, learning and assessment requires improvement**

At times, activities are not fully reflective of children's individual learning needs and stage of development to help them make good progress. For example, a planned activity for the younger children to make mince pies was too difficult for them to achieve without high levels of adult support. Therefore, although children generally enjoyed watching what was happening, they were not actively involved or encouraged to explore or investigate to fully extend their learning. Children are able to make choices in their play. They join in with some group activities that encourage their awareness of numbers, such as counting out the bears to identify how many children are present. They join in with songs and nursery rhymes with increasing confidence, learning to listen and follow instructions.

### **Personal development, behaviour and welfare require improvement**

Records of information about children's attendance are not always accurate. For instance, in the event of an emergency at the end of the day, staff may not be fully aware of the number of children and staff present to ensure their safety. Staff are very caring towards children, providing cuddles and reassurance to help children feel safe. Staff are deployed effectively and daily risk assessments help to ensure that children are supervised well and have safe places to play. Healthy home-cooked meals are provided, encouraging children to recognise the benefits of nutritious food in supporting their health. Children have an understanding of boundaries and expectations, helping them learn to behave appropriately.

### **Outcomes for children require improvement**

Overall, children are happy and enjoy being at nursery. They learn to be respectful and helpful, such as joining in with tidy-up times to make sure areas are safe and free from hazards. Children make some progress, although this is not always as much or as rapid as possible. Children gain some useful skills to prepare them for school.

## Setting details

<b>Unique reference number</b>	EY492436
<b>Local authority</b>	Poole
<b>Inspection number</b>	1079181
<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>	58
<b>Number of children on roll</b>	93
<b>Name of registered person</b>	Little Beans Day Care (Garland) Limited
<b>Registered person unique reference number</b>	RP534825
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	001202 668439

Little Beans Day Care registered in 2015. The provision is privately owned and operates from a converted building close to the town centre in Poole. The nursery opens five days a week, from 7.30am to 6pm, for 50 weeks of the year. There are 13 staff working with the children. Of these, nine are qualified in childcare to level 2 or 3, and two staff are working towards a qualification. The nursery receives funding for free early education for children aged two, three and four years.

This inspection was carried out by Ofsted 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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