

# Beanstalks @ Coppice

Coppice Avenue Library, Coppice Avenue, SALE, Cheshire, M33 4ND



## Inspection date

8 February 2018

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

## Summary of key findings for parents

### This provision is outstanding

- The inspirational management team have a compelling vision for an inclusive, nurturing setting with high standards and high aspirations. Staff, parents and children share this vision and, as a result, a culture of support and caring for individual children to promote their learning to the highest level permeates throughout this first-class setting.
- Beanstalk's core values of individuality, love and difference are what make this setting so special. Staff go above and beyond to teach children about respect, tolerance and acceptance. Highly innovative first-hand experiences of cultural celebrations and articulate discussions about the make-up of different families prepare children exceptionally well for life beyond their own community.
- Teaching is consistently active, engaging and inspirational. Staff use expert teaching strategies to motivate, challenge and ignite children's learning to the highest level. Children excel in all areas of learning and are exceedingly well prepared for their eventual move on to school.
- Children's personal, physical and emotional well-being are given the utmost of priority. Staff nurture children to be kind, caring and highly self-motivated and confident individuals. Children behave remarkably well, develop secure friendships and are unfailingly polite and courteous.
- Partnership working is exemplary. The manager has built strong links with the local community and dedicates her own time to deliver song and rhyme sessions to families and young children at the local library. Parents receive innovative ways of being kept informed of their children's developmental progress and attend regular parent meetings.

## What the setting needs to do to improve further

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

- continue to implement the plans for the outdoor provision to provide even more inspiring learning opportunities for children who prefer to learn outdoors.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and assessed the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection.
- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team. He looked at relevant documentation and evidence of the suitability of staff working at the setting.

### Inspector

Luke Thomas Heaney

## Inspection findings

### **Effectiveness of the leadership and management is outstanding**

Leaders are relentless in their pursuit of excellence and have successfully cultivated a growth mind-set of 'anything can be achieved'. High expectations among staff, children and parents are the norm at this phenomenal setting. Leaders have a very detailed understanding of the setting's strengths and areas that can be further improved. They are looking at additional ways in, which they can provide even more excellent learning opportunities, especially for children who prefer to learn outdoors. Self-evaluation is robust. Improvement plans are of the highest calibre and the leaders' capacity to continually improve and drive forward change is extraordinary. Safeguarding is effective. Staff have a tremendous knowledge of how to keep children safe and protected. They have an excellent understanding of wider safeguarding issues and know the referral procedure exceptionally well. Staff receive outstanding levels of support, guidance and coaching during supervisory sessions and appraisal meetings. Leaders support staff to take higher vocational qualifications and provide them with an array of training programmes. Training has a very positive impact on outcomes for children. For example, a language course has equipped staff with a greater understanding of how to successfully engage, challenge and ignite early speaking skills through imaginative and creative play.

### **Quality of teaching, learning and assessment is outstanding**

Teaching is highly effective. Staff have high aspirations and expectations of all children and create a positive climate. Relationships are secure and children exhibit a strong sense of enjoyment and passion for learning. Staff have an excellent understanding of child development and use this remarkably well to plan highly pioneering and stimulating learning experiences. They observe children with great precision and use this information to plan highly effective next steps in learning. Planning and assessment arrangements are of the highest standard. The support for children who speak English as an additional language is phenomenal. Close liaison with external professionals and highly successful intervention plans enable all children to make extraordinarily accelerated progress.

### **Personal development, behaviour and welfare are outstanding**

Care practices are astonishing. Children are provided with a tremendous array of opportunities to be physically active. They relish opportunities to participate in professional sport activities and excitedly discuss visits to the park. Children are mature and proud ambassadors of their setting. They beam with delight while showing the inspector photographs of their achievements and become fascinated while making pizza.

### **Outcomes for children are outstanding**

Children of all ages are highly resilient, capable and independent individuals. They have a thirst for learning and are eager to succeed. Younger children show exceptional physical dexterity as they explore the 'magical dinosaur land' outdoors and giggle with delight while splashing in water. Older children fascinate while making magic potions and show remarkable levels of concentration as they read, write and solve mathematical problems.

## Setting details

<b>Unique reference number</b>	EY494259
<b>Local authority</b>	Trafford
<b>Inspection number</b>	1034870
<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
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	28
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Beanstalks Childcare LTD
<b>Registered person unique reference number</b>	RP527527
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01612910545

Beanstalks @ Coppice registered in 2015. The setting employs 11 members of childcare staff. Of these, nine members of staff hold an appropriate early years qualification at level 3 or above. Two members of staff are unqualified. The setting opens each weekday, except for public holidays and during the Christmas period. Sessions are from 8am until 6pm, The setting provides funded early years education for two-, three- and four-year-old children.

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