

Eager Beavers Nursery Group

St Johns Ambulance Hall, Park Road, Street, Somerset BA16 0JN



Inspection date	21 May 2019
Previous inspection date	8 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Leaders use effective systems to evaluate the quality of the provision. They seek the views of staff, children and parents to identify how the setting can improve further. For instance, leaders have identified how they would like to enhance the outdoor play environment further.
- Partnerships with parents are strong. Parents are highly complimentary about the staff team. For example, they comment on how well staff share ideas and advice on how they can support learning further in the home.
- Staff take every opportunity to praise children's achievements. Overall, children behave well and staff are good role models. For example, staff help children understand how to use good manners and be respectful to others through having clear expectations and boundaries. Children develop important skills for their future learning.
- Leaders and staff accurately assess children's achievements. They carry out regular observations, assessment and monitoring to plan for children's learning. They ensure that children are challenged to make good progress in their learning.
- Children and their families are supported very well. Leaders and staff have effective partnerships with other professionals to support children's care and welfare needs, in order to help them make good progress.
- Leaders establish strong relationships with teachers from local schools, providing consistent support for children as they prepare to move on to school.
- On some occasions, staff are too quick to provide solutions for children. For example, they miss opportunities to encourage children to start to solve practical problems and learn to resolve differences.
- At times, staff complete tasks for children rather than encouraging them to do things for themselves to support their independence skills to the highest levels.

What the setting needs to do to improve further

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

- offer children opportunities to discuss and resolve conflicts and develop their problem-solving skills further
- extend the opportunities for children to do things for themselves and become more independent.

Inspection activities

- The inspector observed activities and the quality of teaching throughout the nursery and accompanied the staff and children on a walk into the local community.
- The inspector held discussions with the manager. She spoke with children and staff at appropriate times.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation, observations, assessments, and documentation linked to checking children's progress.
- The inspector took into account the views of parents.
- The inspector conducted a joint observation of staff practice and discussed how the manager evaluates the quality of teaching

Inspector

June Robinson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Leaders and staff have updated their knowledge through accessing further training. They have a clear understanding of child protection issues and the procedures to follow if they have concerns about a child. Leaders review and update policies and procedures, using these effectively to manage any concerns. Policies are shared with staff so they are aware of their roles and responsibilities and the expectations of the provider. This provides a consistent approach in supporting children's care and learning. Leaders have a secure knowledge of following safer recruitment guidelines to ensure new staff are suitable and to check that existing staff remain so. Staff are well qualified and are supported well by the leaders, who offer good ongoing support and professional development opportunities to enhance staff skills. For example, following on from training, staff have used their new learning effectively to help children understand the need for good dental care.

Quality of teaching, learning and assessment is good

Teaching is consistently strong. Staff have a good understanding of all children's interests and learning needs. They provide effective support as children engage in their activities. For example, staff support children well to develop early literacy skills, such as good pencil control, and to recognise initial sounds in words. They place a clear focus on supporting children to develop good mathematical skills. For example, staff challenge children well to understand number order and recognise numerals. Staff support children's communication and language skills effectively. For example, as children record numerals, staff introduce new words into their vocabulary, such as 'mathematician'. Staff support children to develop a positive awareness of similarities and differences between themselves and other people. For example, children learn to recite numbers in English, French and Italian.

Personal development, behaviour and welfare are good

Staff support children to develop a good understanding of how to keep themselves safe. For example, on walks into the local community, staff support children effectively to understand the importance of crossing the road safely. Children benefit from good opportunities to be outdoors on a daily basis to practise their physical skills and be active. They have a good understanding of how to maintain their good health. For instance, they understand the reasons for the importance of handwashing. Children form strong relationships with the caring and nurturing staff.

Outcomes for children are good

All children are motivated and independent learners. They receive effective support to develop the skills they need for their future learning and the eventual move to school. Children develop their early writing skills well. For example, they form recognisable letters when they write their names. Children develop good physical skills and coordination. For example, younger children demonstrate immense determination climbing ladders to tall slides. Children are imaginative and relish re-enacting what they know, such as making pretend ice creams and adding colourful sugar strands.

Setting details

Unique reference number	143016
Local authority	Somerset
Inspection number	10067693
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	26
Number of children on roll	23
Name of registered person	Stacey, Annette Louise
Registered person unique reference number	RP909704
Date of previous inspection	8 March 2016
Telephone number	07970620247 (Mobile)

Eager Beavers Nursery Group registered in 1993. It opens from Monday to Friday, term time only. Sessions run from 9.15am to 1.15pm. Five members of staff work with the children. Three hold relevant early years qualifications at level 3 and one holds a qualification at level 2. The nursery group is in receipt of funding for the provision of free early years education for children aged two, three and four years.

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