

Inspection of Beckside Pre-School & Nursery Ltd

Brown Cow Inn, Lincoln Road, Nettleham, Lincoln LN2 2NE

Inspection date: 7 August 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Staff plan an interesting environment for children to explore. For example, toddlers readily gather outside to listen to a story about a patchwork elephant. They excitedly work with their friends to search the play area for elephants that staff have hidden. Staff motivate toddlers further by reminding them to look high and low. Toddlers squeal with delight when they find the elephants hidden in trees and under slides. Babies strengthen their core muscles while enjoying 'tummy time' activities. Staff encourage babies to gain confidence with early crawling by enticing them with a variety of sensory resources. This helps babies to develop their physical strength.

Staff are positive role models. They remind children to use their manners, share resources and work together. For example, pre-school children take part in a box-modelling activity. Staff explain that children need to share the tape and scissors. Children confidently tell staff they are happy to wait for their turn. When some children struggle to wait for access to activities, staff use sand timers to help children see when it will be their turn. Staff promptly address any behaviours that may have an impact on children's safety. For example, children are reminded not to climb up the slide in case they slip onto their faces. They are shown how to hold scissors when walking. This helps children learn to play safely.

What does the early years setting do well and what does it need to do better?

- Leaders have taken a positive approach to addressing the weaknesses raised at the previous inspection. They have supported staff to implement the curriculum effectively for children. In addition, leaders have worked with the local authority specialist adviser to undertake an evaluation of the setting. Leaders have put in place new processes, including staff supervision procedures, which provide leaders with better oversight of the setting.
- Parents are positive about the care their children receive. They say staff share their child's next steps with them and provide ideas about how they can continue their child's learning at home. Parents feel that their children have developed their independence, confidence and language skills.
- Staff plan a variety of opportunities for children to develop their small-muscle skills. These activities help children practise the skills needed for early writing. For example, pre-school children use their fingers to draw and colour in pictures precisely on interactive whiteboards. Older toddlers pull the lids off glue sticks and pick up small colourful shapes to stick onto their paper. Younger toddlers work with staff to create a large picture using paint sticks. Children are praised by staff as they share the paint sticks with their friends and draw colourful swirls, curls and lines.
- The staff know the children in their care and support their developing interests.

For example, babies laugh as they play a game with staff. Babies hide under scarves and wait in anticipation as staff remove the scarves, saying, 'Peekaboo'. This strengthens babies' eye contact and early communication skills. Toddlers are helped to choose a picture from the song box. They recognise which familiar song each picture represents, and children eagerly join in with staff to make the animal noises.

- Staff understand the importance of promoting children's good health. They ensure all children get daily fresh air and exercise. Staff remind children to wear sun hats and drink water when outside to keep safe in the hot weather.
- Staff provide activities to help children develop their independence. Pre-school children access the toilet, wipe their noses and wash their hands. They serve themselves healthy meals and pour their drinks. This helps children develop self-care skills. When toddlers give staff their water bottles to put away, staff gently remind them how to do this themselves. This helps children to do as much as possible for themselves.
- Overall, staff provide good support for children's learning. For example, they engage with children during their play to build on what they want them to learn next. However, at times, staff do not deploy themselves well enough and are instead busy with completing daily chores. When this happens, children lack support from staff to extend their play and learning.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff deployment to provide support to help children stay fully engaged in their learning.

Setting details

Unique reference number	2655202
Local authority	Lincolnshire
Inspection number	10314254
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	95
Name of registered person	Beckside Pre-School & Nursery Ltd
Registered person unique reference number	2655200
Telephone number	07940873505
Date of previous inspection	26 September 2023

Information about this early years setting

Beckside Pre-school and Nursery Ltd is based in Nettleham, Lincoln. It registered in 2021. The nursery employs 23 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round, except for bank holidays and a week at Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Susan Hyatt

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

We carried out this inspection 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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