

Inspection of Beaufort Community Association Childcare

Beaufort Community Centre, Beaufort Road, BOURNEMOUTH BH6 5LB

Inspection date: 10 January 2025

Overall effectiveness	Good
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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

Leaders and staff implement a curriculum that places focus on the prime areas of learning. This helps children to gain the skills they need for their next stage of development. Outside, younger children begin to develop their stability and balance as they climb over tyres and up onto the slide. Older children use their smaller physical skills to dig holes as they excitedly take part in a bug hunt. Staff use children's interests to engage them in discussions, helping to extend children's knowledge of nature. For example, staff discuss the habitat of a worm and children use language such as 'underground', 'cold' and 'dark'. Staff support children's early mathematics skills when introducing new concepts such as measure. Children confidently point and say, 'It's on the four,' as they measure the rainfall. Children have positive attitudes towards their learning.

Staff recognise the importance of children feeling emotionally secure, impacting positively on their emotional well-being. Staff settle newer children with reassurance and cuddles, helping them to feel safe and secure. Staff use effective strategies to help children to begin to self-regulate their emotions. This is a key strength of the setting. For example, older children recognise that if they become frustrated, they can choose a quieter activity in the sensory area. Children show kindness to each other as they say, 'Sharing is caring.' Staff are positive role models and encourage manners from a young age.

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

- Leaders and staff work together well to plan activities that stimulate and challenge children's learning. For example, staff use small-group games to target older children's recognition of letters and sounds in preparation for school. However, during larger group times, children sit for long periods of time. Consequently, younger children lose focus on their learning and move away from the group.
- Staff use effective observation and assessment to identify what children already know and can do. They use the information gathered to highlight emerging gaps in children's learning and then plan for their next steps. This ensures children make good progress in their learning and development. Staff use effective strategies to support children's learning. For example, all staff use lanyards with visual communication prompts, helping children to communicate their needs. Children make good progress from their starting points.
- Children develop a keen interest in literacy. Staff consistently model language well when storytelling and acknowledge children's curiosity as they excitedly ask questions about the story. However, at times, staff do not always notice when quieter, less-confident children are not joining in with discussion. This means they do not get the opportunity to share their ideas and build their confidence

skills.

- Staff implement a 'Healthy Movers' programme to support children's health and well-being. Staff encourage children to join in with daily exercises, helping them to gain awareness of healthy lifestyles. Staff provide guidance to parents on what makes a healthy lunch box and closely monitor this. Staff consistently support children's independence through daily routines. For example, children learn how to wash their plates after snack and begin to manage their own personal needs.
- Leaders have formed strong partnerships within the local community, seeking out opportunities to enrich children's learning experiences. Children gain a good understanding of culture and diversity. Staff work with parents to share cultural celebrations and enjoy foods from around the world. Children take part in yoga, river walks and have recently enjoyed watching a rock choir. Children develop a sense of togetherness through meaningful community engagement.
- Since the last inspection, dedicated leaders and staff have worked hard to raise the quality of care and education for children. Leaders closely monitor staff performance and target training to improve their skills and knowledge. For example, recent behaviour training enables staff to use more consistent approaches when supporting children's behaviour. Staff feel valued and supported in their roles.
- Staff share children's learning and development with parents and have regular meetings to discuss children's progress and next steps in learning. Parents know what their children need to learn next, and staff share ideas and resources to continue children's learning at home. For instance, they share home learning packs supporting various aspects of children's development, including nutrition and potty training.

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:

- review the organisation of group times to ensure younger children are challenged and remain focused on the intended learning outcome
- target support more effectively to quieter, less-confident children to help increase their confidence and engagement, particularly during group activities.

Setting details

Unique reference number	100433
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10349935
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 at time of inspection	2 to 11
Total number of places	64
Number of children on roll	34
Name of registered person	Beaufort Community Association Committee
Registered person unique reference number	RP522019
Telephone number	01202 417143
Date of previous inspection	23 April 2024

Information about this early years setting

Beaufort Community Association Childcare registered in 2001. The pre-school opens Monday to Friday from 9am to 3pm, during term time. There is a breakfast and after-school club that opens Monday to Friday from 8am to 9am and from 3pm to 6pm, during term time. The holiday club is open Monday to Friday from 8am to 6pm during school holidays. A team of eight staff works directly with children. Of these, two staff hold a recognised early years qualification at level 5, three staff hold qualifications at level 3, one holds a level 2 qualification, and there are two unqualified members of staff. The setting offers government funded places.

Information about this inspection

Inspector

Chelsea Woollard

Inspection activities

- The manager and deputy manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector observed the quality of teaching and carried out a joint observation with the manager.
- The inspector spoke to several parents and children during the inspection and took account of their views.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- A meeting was held between the inspector and the management team to discuss leadership.
- The inspector spoke to staff at convenient times and assessed their safeguarding knowledge.
- The manager provided the inspector with relevant documentation, and the inspector reviewed evidence of the suitability of staff working in the nursery.

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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