

Inspection of Beaufort Community Association Childcare

Beaufort Community Centre, Beaufort Road, BOURNEMOUTH BH6 5LB

Inspection date:

23 April 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive confidently and staff greet them warmly. Staff teach children the golden rules, such as using 'indoor voices' and 'walking feet', and children recall these rules during circle time. However, staff do not consistently support children to follow the rules. For example, on occasion children use raised voices and run inside the nursery, and staff do not intervene. This results in children repeating this behaviour and in other children copying it, which distracts from their learning.

Staff know their key children well and plan activities to nurture their interests. However, some staff do not have a good understanding of the curriculum, including the expectations of children's development before they move on to school. This means that they do not always provide appropriate challenge to ensure children make good progress, particularly in their language development. Some staff interact with children in a way that promotes their communication skills. For example, they add new words to extend children's vocabulary and repeat unclear speech to help children learn how to pronounce words correctly. However, some staff do this less effectively.

Children learn how to keep themselves fit and healthy. They enjoy plenty of fresh air and exercise. Staff teach children about the benefits of a balanced diet. For example, as children eat their lunches staff talk to them about which foods are good for them and which ones to eat in moderation. Staff nurture children's independence well. Children learn to take responsibility for small tasks to develop their self-esteem. For example, children wash up their own plates after eating.

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

- The manager plans a curriculum which focuses on developing children's personal, social and emotional skills. Some aspects of this are well delivered by staff. For example, they support children to play cooperatively, and children demonstrate that they can build relationships with others and persevere in the face of challenge. However, some staff do not have a good understanding of the curriculum, which means that they are unable to support and challenge children's learning effectively to help ensure children make the progress of which they are capable.
- Some staff engage in high-quality interactions with children and model a wide range of words as children play. For example, staff use the word 'chrysalis' as children explore an activity linked to 'The Very Hungry Caterpillar'. However, other staff speak too quickly and do not give children enough time to consider and respond to questions. This means they are not modelling effective communication to promote children's language development.
- The special educational needs and disabilities coordinator has a good

understanding of her role and responsibilities. She works closely with staff and parents and makes appropriate referrals to obtain extra support when needed. The pre-school uses any additional funding appropriately for the intended children.

- Staff teach children about the world around them. Children talk with excitement about the life cycle of a butterfly as they watch the caterpillars grow in the pre-school. They learn how to care for the environment and the living things that they find in the garden. For example, when children find a bee, staff help them to find a safe space for it.
- Staff support children to take care of their own personal needs to build their confidence and self-esteem. For example, they encourage children to wash their own faces in front of a mirror after eating. Children show pride in their achievements and happily tell adults that they have put their own lunch boxes away.
- The manager models effective support for children's behaviour. However, when children do not follow the rules, other staff do not always intervene appropriately to help children learn to manage their own behaviour. For example, when children run around outside with sticks, which presents a risk to other children, staff tell children to stop but do not explain why. This means children do not learn the potential consequences of their behaviour, and repeat it. At other times, staff use a singsong voice when reminding children to follow the rules. This gives mixed messages and means children are not clear about what is expected of them.
- The manager builds strong relationships with children's families to help ensure continuity of learning. For example, she helps parents to access the family hub for parenting advice and support. Staff encourage parents to borrow home learning bags targeted to support them in areas they are finding challenging, such as cleaning children's teeth. Parents speak very highly of the manager's flexibility and the kindness of all staff.

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 meet the requirements of the early years foundation stage, the provider must:

	Due date
--	-----------------

develop staff's understanding of the curriculum to enable them to build effectively on what children already know and can do, with particular regard to communication and language development	04/06/2024
ensure that staff are consistent in their expectations of children's behaviour so that children are clear about the rules and learn how to manage their own behaviour for themselves.	04/06/2024

Setting details

Unique reference number	100433
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10335145
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	50
Name of registered person	Beaufort Community Association Committee
Registered person unique reference number	RP522019
Telephone number	01202 417143
Date of previous inspection	6 June 2018

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 until 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 work directly with children. Of these, seven hold a recognised early years qualification at level 3 or above and one holds a level 2 qualification. The pre-school receives funding to provide free early education for children aged two, three and four years old.

Information about this inspection

Inspector

Lisa Large

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- 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 talked to staff and parents at appropriate times 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024