

Inspection of Beauchief Pre-school

Beauchief Baptist Church Hall, Hutcliffe Wood Road, Sheffield, South Yorkshire S8 0EY

Inspection date: 9 September 2025

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children make a positive start to their learning in this warm and nurturing pre-school. They are helped to build strong bonds with the staff, who care for them and children smoothly settle into pre-school life. Children make good progress overall and are well prepared for the next stage of their learning, including starting school. Staff use their knowledge of children's interests and abilities to build their skills and understanding. For example, staff support children to use their emerging love of nature to identify parts of a sunflower, such as petals and stalk, to describe the texture and recognise the shapes and patterns in their creative drawings. These activities contribute to developing children's fine motor skills and natural curiosity.

Staff have high expectations. They support children to feel safe, to follow instructions and behave well. For instance, children learn which trees are safe to play on in the pre-school's extensive garden and how to work together to climb safely. They enjoy many physical activities and, for example, are helped to progress from riding a balance bike to pedalling independently. Parents appreciate the positive impact the pre-school has on their children's learning and personal development, particularly their social skills.

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

- Overall, staff engage well with children to support their development. However, at times, staff do not recognise opportunities to further extend children's learning. For example, staff do not always follow up on children's responses to the questions they ask to further deepen and enrich their understanding.
- Staff encourage children's engagement with books and songs to support their communication skills and learning in many aspects of their development. They support children to enjoy a carefully considered range of fiction and non-fiction books that introduce them to exciting new vocabulary and familiarity with characters and plot. Staff regularly read stories in engaging ways to individuals, small and larger groups of children, contributing to their social skills and concentration.
- Leaders are ambitious to ensure all children leave the pre-school as happy, confident and eager learners. They are experienced and well-qualified role models. Leaders support staff's professional development through targeted training and supervision. Staff feel valued and their morale is high.
- Leaders have created a systematic and supportive curriculum that builds progressively on children's starting points. Staff have a strong understanding of children's needs and interests from regular information-sharing with parents. They make good use of themes, such as 'All About Me', to help children settle into their learning and feel part of the pre-school's family ethos.
- Children's personal skills are promoted well overall. Staff help children develop

confidence in choosing and persisting in a breadth of activities. They guide them to build friendships and work together in their creative dough play or kitchen role play. However, staff do not always encourage children to be as self-reliant and independent as they can be. For instance, staff do not encourage children's involvement in tidying away as they finish a task or take all opportunities for children to participate in preparing their snacks.

- Staff promote children's good behaviour well. They encourage children to say please and thank you in their play and at mealtimes. Staff help children to recognise and manage their emotions through, for example, the stories children listen to. Staff create a calm and nurturing atmosphere. They work closely with parents and other professionals, such as inclusion advisers, to help children who find it difficult to regulate their own feelings and responses.
- Staff work closely with parents to support children's learning. Parents positively recommend the pre-school. They appreciate the warm and caring attitudes that staff consistently show towards their children and themselves. They welcome the guidance they are given on supporting their children's learning at home and involvement in the life of the pre-school.

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:

- support staff to consistently extend and deepen children's learning and understanding when the opportunity arises
- increase opportunities for children to practise and enhance their independence skills.

Setting details

Unique reference number	300716
Local authority	Sheffield
Inspection number	10407438
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 4
Total number of places	26
Number of children on roll	16
Name of registered person	Beauchief Pre-school Committee
Registered person unique reference number	RP520478
Telephone number	07974473027 or 01142746930
Date of previous inspection	9 January 2020

Information about this early years setting

Beauchief Pre-school registered in 1992 and is in the Beauchief area of Sheffield. The pre-school is open Monday 9am to 12 midday and Tuesday to Friday 9am to 3pm. There are four members of childcare staff. Of these, all hold appropriate early years qualifications at level 3 and above, including one at level 5 and one at level 6. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Andrew Clark

Inspection activities

- The 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 education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector completed a joint observation of children's learning experiences and evaluated the activities.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke to children about their experiences as they played.
- The manager provided the inspector with relevant documentation, including evidence of the suitability of staff.
- The inspector spoke to several parents during the inspection and also took account of their views.

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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