

Ofsted registered early years setting inspection report

9 to 10 December 2025

Beautiful Beginnings Day Nursery

Scarisbrick Hall School

Southport Road

Scarisbrick

Ormskirk

L40 9RQ

The Independent Schools Inspectorate is commissioned by Ofsted to inspect registered early years settings in independent schools in England which are members of associations in membership of the Independent Schools Council. Ofsted is the regulator for early years registered settings in England.

Inspection outcomes

Safeguarding	Met
Inclusion	Expected standard
Curriculum and teaching	Expected standard
Achievement	Expected standard
Behaviour, attitudes and establishing routines	Strong standard
Children's welfare and wellbeing	Expected standard
Leadership and governance	Expected standard

The extent to which the school meets the requirements of the early years foundation stage

The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

Summary of inspection findings

1. Leaders and staff place high priority on ensuring that babies and children feel safe, happy and well cared for in this welcoming and nurturing setting. Babies demonstrate secure attachments, responding positively to the gentle tone used by their key person during routines such as feeding, hand washing and nappy changes. Children arrive to warm greetings and quickly seek the comfort of familiar staff.
2. Leaders and staff review children's progress regularly to ensure that they make good progress from their different starting points. Children who have special educational needs and/or disabilities (SEND) are supported effectively to reach their developmental goals and gain the appropriate knowledge and skills in order to progress to the next stage of learning and development.
3. Staff build very positive relationships with children. Children are encouraged to recognise and express their feelings, which promotes their emotional security well. Staff provide children with many opportunities to socialise with each other and learn how to interact respectfully using kind hands and words. Staff use clear, consistent instructions to support children to make good choices. Children join in activities eagerly and respond positively to the staff who guide them in their learning and development. Leaders and staff work very effectively to create a harmonious and happy environment across the setting. Staff are highly effective in supporting children to develop strategies that help them manage their emotions and behaviour from an early age.
4. Leaders and staff provide babies and children with a broad and varied range of learning opportunities both inside and in the extensive outdoor environment. Children are encouraged to

explore the world around them through rich sensory experiences, with staff offering prompts that sensitively extend their thinking and curiosity. This enables babies and children to engage enthusiastically and confidently with staff and with activities. From an early age, children develop independence and resilience and learn to manage risks safely.

Safeguarding

5. Safeguarding is met.
6. The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed.

Inclusion

7. The grading for inclusion is at the expected standard.
8. Leaders and staff know the children well. They identify babies' and children's needs at an early stage and provide responsive and supportive care, adapting routines and transitions carefully so that children feel safe and happy. Children who have special educational needs and/or disabilities (SEND), and those who face barriers to their learning, are supported well to access the full range of opportunities across the setting. Skilful teaching and a rich range of learning activities both indoors and outside enable children who have SEND to make sustained progress across all areas of learning.
9. Leaders liaise effectively with parents and external agencies and ensure that the right strategies are in place to enable children who have SEND to make good progress in their learning and development. This includes carefully implementing specific guidance relating to children's speech and language and physical development so that children are supported well to meet their developmental milestones.
10. Leaders ensure that staff receive the guidance and training they need to provide effective support for children who have SEND and to plan the provision appropriately. Staff and leaders implement a regular cycle of assessment, planning and review to ensure that children who have SEND are well prepared before moving on to the next stage of their education.
11. Staff work closely with parents to develop a shared understanding of babies' and children's individual needs and routines. Staff also support parents to develop home-learning strategies such as, for example, to support children's language development, to help maintain continuity between home and school. This also supports children who attend the setting part time.

Curriculum and teaching

12. The grading for curriculum and teaching is at the expected standard.
13. Leaders and staff have developed a curriculum that is designed to teach all areas of learning and development, with a strong focus on promoting the personal, social and emotional, communication and language and physical development of babies and young children. Teaching captures children's interest and typically results in high levels of sustained engagement and enjoyment.
14. Staff are highly motivated and speak knowledgeably and thoughtfully about what they want children to know and be able to do. They deliver carefully planned activities that help children to develop their skills in exciting and interesting ways. For example, staff are often successful in promoting communication and language skills as they build children's vocabulary through activities such as using positional language when talking with children about where animals live.
15. Leaders have planned the curriculum to support children's needs as well as children's changing needs as they move through the setting. This helps children to acquire the skills they need for the next stage of their learning and development. Staff assess what children know and can do and use these assessments to plan their next steps. At times, however, staff do not adapt their teaching to enable children to practise and secure their knowledge before moving on to new learning.
16. Leaders and staff place strong emphasis on providing extensive opportunities for outdoor learning, which promotes children's health and wellbeing effectively. Teaching is purposeful and is delivered by staff with specialist skills, who use the environment to inspire the children's curiosity and exploration and thinking skills. Teaching effectively promotes collaboration, extends children's interests and helps them make meaningful connections. For example, when children were concerned that the birds might not have enough food, they worked together to mix, stir and shape ingredients to make food balls for the bird feeders.

Achievement

17. The grading for achievement is at the expected standard.
18. Across the setting children make steady progress from their starting points and benefit from teaching that supports them to develop their knowledge, skills and confidence over time. A carefully planned and thoughtful approach to transition between different stages of their education pays close attention to the readiness of babies and children to move to the next room. Children settle quickly in to their new environment, engage well in sensory and shared activities and show confidence in following familiar routines such as singing and interactive storytelling. This supports their emotional and physical wellbeing very effectively and prepares them well for their future learning.
19. Babies experience warm, responsive interactions and effective communication and language teaching and modelling. Babies build early vocabulary well and develop their social understanding.

Older children participate in purposeful activities and form secure relationships that support their readiness to learn. Outdoors, children engage in rich hands-on exploration carefully linked to their next steps, demonstrating physical confidence, enquiry skills and sustained concentration.

20. Familiar routines create a sense of pattern for the children. For example, younger children recognise when it is time for lunch. Older children know when they must wash their hands or put on their outdoor clothing and boots, managing their own personal needs with increasing independence. While familiar routines support children's independence and emotional security, opportunities to extend children's learning through effective interactions during these routines are not used consistently well by adults.

Behaviour, attitudes and establishing routines

21. The grading for behaviour, attitudes and establishing routines is at the strong standard.
22. Leaders and staff promote the best possible behaviour from children at all times. Staff readily praise children and provide them with positive feedback to reinforce the consistently high expectations staff have of children's behaviour. For example, they congratulate children when they use what they have learned to successfully identify animal habitats, and play imaginatively with each other, sprinkling snow on to polar bear figures and sharing resources thoughtfully. This also helps to boost children's confidence and self-esteem.
23. Leaders make sensitive adjustments to support the needs of individual children. Staff are positive role models as they teach the importance of kind, respectful and caring behaviour. Interactions between staff and children are consistently thoughtful and positive. Children learn to co-operate well with each other, supported by the gentle guidance they receive from staff.
24. Staff establish warm and trusting relationships with babies and children which promotes children's emotional security highly effectively. Babies and children wake calmly from sleep, transition smoothly into play and show a clear understanding of familiar routines. Children listen carefully and show high levels of patience and understanding when waiting their turn.
25. Leaders and staff promote a culture of positivity, harmony and happiness in the setting which they reinforce through thoughtful and supportive interactions during learning activities and routines. Children approach learning with a consistently enthusiastic attitude and enjoy each other's company as they play and explore together. Staff use clear, consistent language and provide simple choices as they support children to regulate their emotions sensitively. Staff provide prompt reassurance to children who may be upset, which helps them successfully return to their activities and play.
26. Leaders carefully monitor children's attendance and are diligent in ensuring that any unreported absence is followed up swiftly. Leaders and staff work closely with parents to promote positive attendance from the moment children join the setting.

Children's welfare and wellbeing

27. The grading for children's welfare and wellbeing is at the expected standard.
28. Staff build strong bonds with babies and children from the moment they join the Nursery. Leaders have established an effective key person system which supports children well as they move through the setting. Before children join the setting, staff gain a wealth of information about personal care routines, and children's likes and dislikes. This is shared with all staff in each room to ensure that the individual needs of babies and children can be met, such as sleep requirements, dietary needs and comfort techniques. Leaders also organise workshop events for parents to provide guidance on aspects of parenting, such as first aid and potty training, and plan collaboratively with parents to support routines for sleep, weaning and behaviour.
29. Staff are warm, responsive and attentive to cues, and babies enjoy comfort and connection during shared play and musical activities. Occasionally, procedures are not implemented with consistent rigour in relation to sleeping arrangements and mealtimes. Staff, however, are vigilant and maintain children's safety through close supervision and timely intervention when required.
30. Staff are sensitive to the needs of young children. For instance, after naps they give children the time they need to transition positively from sleeping to waking. They do not rush children to leave the sleeping area. Staff provide comfort and reassurance and check that children are ready to move to play or to a nappy change. This supports children's wellbeing very effectively.
31. Children benefit from purposeful learning experiences both indoors and outdoors, where they develop physical, communication and social skills in a safe and engaging way. Staff encourage children to take risks in their play and to challenge themselves to try new things. This also promotes children's physical development very well. Children develop their confidence, co-ordination and strength by navigating ramps and tyres regularly in the outdoor area.
32. Leaders and staff place a high importance on providing a healthy diet for children including a range of fruit and vegetables. Mealtimes are organised to promote a family eating experience in which good manners and conversation skills are developed in an age-appropriate way for all babies and children. Older children pour water into cups independently and are very proud of this skill. Mealtimes support children to make healthy choices and promote their social development effectively.

Leadership and governance

33. The grading for leadership and governance is at the expected standard.
34. Leaders are committed to the ongoing development and success of the nursery and are ambitious in their shared vision to provide all children with high quality education and care. The nominated individual provides effective oversight of safeguarding, and of the nursery provision, through regular visits to the nursery and discussions with leaders, staff and children.
35. Leaders are proactive in the continuous development of the nursery, for example, through the further development of the outdoor area to promote children's sensory experiences and language

development. Leaders maintain positive relationships with external agencies, including the local authority to ensure effective provision for all children.

36. Leaders ensure that staff in the setting are suitably qualified and have the knowledge and skills to teach the curriculum and support children well. Regular meetings with leaders enable staff to identify training needs and develop their professional practice. Leaders help staff to manage their workload, and ensure there are opportunities to complete assessments and planning tasks during the working day.
37. Leaders establish positive partnerships with parents who appreciate the regular communications they receive with detailed information about their child's daily routine, learning and development.

Recommended next steps

Leaders should:

- refine the use of assessment so that teaching is consistently well adapted to meet children's learning and development needs
- ensure that staff implement the setting's policies and procedures confidently to promote consistently high-quality care and support at all times.

Registered setting details

Registered setting name	Beautiful Beginnings Day Nursery
Unique reference number	EY404867
Address	Scarisbrick Hall School Southport Road Ormskirk Lancashire L40 9RQ
Phone number	01704 841151
Email address	enquiries@scarisbrickhallschool.co.uk
Website	www.scarisbrickhallschool.co.uk
Proprietor	Scarisbrick Hall School Ltd
Nominated individual	Mrs Sue Aylmer
Age range of children at the time of the inspection	Birth to three years
Total number of places	84
Number of children on roll	110
Date of previous inspection of the registered setting	1 to 2 November 2022

Information about the setting

38. Beautiful Beginnings Day Nursery registered with Ofsted in 2017. The registered setting operates from Scarisbrick Hall School. The setting is open all year round, Monday to Friday from 7 am to 6 pm, except for bank holidays and for one week at Christmas.

Inspection details

Inspection dates

9 to 10 December 2025

7. Two inspectors visited the registered setting for two half days. The on-site inspection was quality assured by a monitor. This inspection took place at the same time as the inspection of Scarisbrick Hall School.
8. Inspection activities included:
 - shared observation of learning in collaboration with setting leaders
 - discussions with the school leaders, managers and other members of staff
 - discussions with parents
 - discussions with children
 - observations of children's routines, including eating, sleeping and transition times
 - scrutiny of a range of policies, documentation and records provided by the setting.
9. The inspection team considered the views of staff and parents who responded to ISI's pre-inspection surveys.

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- Ofsted is the regulator for early years registered settings England.
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Independent Schools Inspectorate

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