

Busy Beacons Nursery

Unique reference number (URN): 2786247

Address: Beal High School, Upper School, Woodford Bridge Road, Ilford, IG4 5LP

Type: Childcare on non-domestic premises

Registered with Ofsted: 08/05/2024

Registers: EYR

Registered person: Beacon Multi-Academy Trust Limited

Inspection report: 8 May 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

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. As a result, children are made safer and feel safe.

How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- **Met:** The setting has an open and positive culture of safeguarding.
- **Not met:** The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Behaviour, attitudes and establishing routines

Strong standard ●

Children demonstrate highly positive attitudes to play and learning at nursery. Staff provide activities that let children set their own challenges. For example, children design their own obstacle courses, adding resources to build on their existing skills. This encourages children's creativity and imagination as well as strengthening their problem-solving skills.

Children respond well to familiar routines, which help them understand boundaries and expectations and give structure to their day. Staff engage with children sensitively, clearly communicating what is expected and allowing time for them to process and respond at their own pace.

Care routines are sensitive and respectful. Staff use visual cues to seek children's permission, for example indicating it is nappy changing time and helping them understand what will happen next. Adults use these moments to talk to children about what they are doing, strengthening positive relationships and helping children feel secure, included and involved in their daily routines.

The nursery actively promotes good attendance and punctuality. Staff follow up unexplained absences promptly and sensitively, supporting families to understand how consistent routines underpin children's development and emotional well being.

Children's welfare and wellbeing

Strong standard ●

Relationships between children and staff are highly secure. The nursery uses a key-person approach that is led by children's developing attachments with staff, ensuring secure relationships and consistent support for their wellbeing. This ensures that children benefit from emotional stability, enabling them to form trusting relationships. As a result, they confidently seek comfort from staff, who are responsive and attentive to their individual needs.

Children demonstrate high confidence in daily routines. They hang up their belongings as they arrive in the morning, supporting them to develop independence and self-help skills. With support and encouragement, they learn to say 'please' and 'thank you' and share resources with their friends. Staff are always on hand to support children in managing their feelings and behaviour, offering a calm and consistent approach which helps them feel secure as they learn positive behaviour skills. This encourages them to interact kindly with one another, forming secure friendships with each other that enhance their social skills and develop a sense of belonging.

Staff take time to understand the family context for all children, so the support that is put in place is responsive and tailored to children's individual needs. Sharing tips and strategies with parents strengthens partnership working and offers constancy of care for children.

Expected standard

Achievement

Expected standard 

Children benefit from an appropriate curriculum that helps them make steady progress in their learning, across all areas of their development. Staff promote communication by talking with children throughout the day, modelling language and repeating words correctly. Adults build curiosity by giving children resources such as magnifying glasses to look for insects, helping them name what they find and learn that the lens makes objects look bigger.

Staff use opportunities throughout the day to promote fundamental values, encouraging children to listen to one another. Shared cultural and religious celebrations help children recognise and enjoy both similarities and differences. As a result, children begin to develop age-appropriate knowledge and skills they need for future success. Children develop confidence in social situations, including respect for others as they transition and progress on to the next stage of learning.

Curriculum and teaching

Expected standard 

The environment is well organised, with thoughtfully selected resources that invite exploration and ensure children remain engaged in their learning. Carefully planned areas, such as the role-play area, enable children to act out familiar experiences and develop their thinking and communication skills. Staff promote purposeful role play in the home corner, modelling language and social skills as children act out familiar routines. Some staff extend play by introducing descriptive language, such as 'hot' and 'yummy', and weave in early mathematics through simple counting, for example asking how many tomatoes are in the bowl or sharing slices equally.

Children engage in a range of activities, such as hunting for bugs and making pies in the mud kitchen. They remain engaged in what they are doing, demonstrating sustained interest. Staff model positive behaviour consistently, reinforcing expectations and celebrating children's efforts. As a result, children develop strong social skills and follow routines with confidence.

Overall, the quality of teaching is effective. Staff interact with children and support their learning and development. However, staff do not always use these interactions to guide and build on children's ideas. This means some children miss out on purposeful conversations that support deeper engagement and enrich their learning.

Inclusion

Expected standard 

Staff observe and assess children regularly and use this information to plan next steps so every child can take part in activities. They make appropriate adjustments to ensure all children can access learning. Children's progress is reviewed in regular meetings, allowing staff to discuss development and identify any emerging needs. Statutory assessments are completed on time and shared with parents and health professionals to support partnership working. When gaps in learning are identified, staff put support in place quickly to help children make progress. Clear, consistent strategies are in place for children who require

support to regulate their emotions. Staff use calm, reassuring approaches and provide safe spaces to help children manage their feelings effectively. For children who speak English as an additional language, staff use key words in children's home language to support their language development.

Children with special educational needs and/or disabilities are supported well. The nursery manager works closely with parents and external professionals to ensure that strategies are consistent and effective, adapting activities and routines so that all children can participate. She is proactive in seeking advice and training to strengthen her knowledge and ensure practice remains responsive and inclusive. Additional funding is targeted to meet the individual needs of children to support them in their learning and development.

Leadership and governance

Expected standard

Leaders have worked tirelessly to set up and develop this unique nursery. They have a secure understanding of the nursery's strengths and areas for development and have put into place clear, strategic actions to drive further improvement, such as ongoing training and mentoring. In addition, there is a strong focus on professional learning and embedding a positive, reflective culture where staff feel valued and motivated. Regular supervision, supported with these wider improvement measures, supports staff development and strengthens the overall quality of practice. These strategies contribute to a well-organised environment where children benefit from consistent expectations and support, enabling them to make progress in their learning.

Leaders have ensured that the manager receives appropriate support to carry out her role, for example by being able to call on expertise from the on-site academy, such as in relation to staff recruitment. Leaders work with the manager to consider the children who attend and how they can best address any barriers to learning they may face. The manager also welcomes advice from the local authority in relation to supporting children with special educational needs and/or disabilities.

Policies, safeguarding information, complaints procedures and contact details are readily available to parents. Communication with parents is consistent and purposeful. Staff exchange information at handovers, and families receive regular updates via a secure app. Parent feedback shows they value the service they receive. They praise the manager and her staff team and appreciate the kind and caring way they support children.

What it's like to be a child at this setting

Children arrive at nursery confidently separating from their parents with ease. Staff greet each child warmly, creating a calm and welcoming start to the day. This nurturing approach supports children's wellbeing and helps them feel safe at nursery. Children show growing independence as they hang up their belongings and wave goodbye to their parents.

Staff use clear, consistent behaviour management strategies so children develop social skills. Instructions are delivered clearly, and staff maintain a warm, positive approach that helps children feel secure and respected. Children demonstrate engagement and enthusiasm in their learning, developing curiosity and confidence throughout the day. This helps them to secure achievements in their learning and development.

Children benefit from the nursery's outdoor environment, which is thoughtfully planned to extend their learning. Staff plan purposeful opportunities for children to climb and explore, helping them build strength, balance and coordination. Children are encouraged to make decisions and follow their own ideas, developing confidence through hands-on exploration. Staff draw children's attention to the insects and plants, supporting their awareness of the world around them. Using open-ended questions, they encourage children to think about the bees in the garden and how they produce honey from the pollen in the flowers. Children respond excitedly, making 'buzzing' sounds, and say that bees are stripey yellow and black.

Children's needs are assessed effectively by staff who work closely with parents and carers to plan next steps. Parents receive regular updates, so they remain fully informed about their child's progress. Children's safety and wellbeing are consistently prioritised, so they remain active and enjoy their learning. Staff observe and note what they are seeing and work with parents to share strategies. For example, they use signs to support nonverbal children, which helps them to communicate their needs. The nursery requests support from external agencies, as needed, in a timely manner.

Next steps

- Leaders should continue to improve the quality of teaching and learning so it is consistently high across the setting, ensuring children benefit from rich, effective practice.

About this inspection

The inspector spoke with the registered individual and the setting manager during the inspection.

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.

Inspector:

Rehema Essop

About this setting

Unique reference number (URN): 2786247

Address:

Beal High School
Upper School, Woodford Bridge Road
Ilford
IG4 5LP

Type: Childcare on non-domestic premises

Registration date: 08/05/2024

Registered person: Beacon Multi-Academy Trust Limited

Register(s): EYR

Operating hours: Monday, Tuesday, Wednesday, Thursday, Friday : 07:30 - 17:30

Local authority: Redbridge

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.



This data is from 8 May 2026

Children numbers

Age range of children at the time of inspection

0 to 4

Total number of places

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

Strong standard

The setting reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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