



Beehive Nursery (Southam)

Inspection report for early years provision

Unique Reference Number	200508
Inspection date	20 June 2006
Inspector	Rachael Mankiewicz
Setting Address	ST JAMES ROAD, SOUTHAM, WARKS, CV47 0LY
Telephone number	01926 811551
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Registered person	The Beehive Day Nurseries
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Beehive Day Nursery at Southam opened in 1996. It operates from part of a former school building in the centre of the town of Southam. The premises are all on ground floor level, with separate areas for babies, toddlers and pre-school children. There is also a sleep room, two sets of children's toilets, separate staff facilities and a kitchen. They have an enclosed outdoor play area with access to an indoor hall in wet weather. The nursery serves the town and villages from the surrounding rural

area.

There are currently 62 children on roll, including 10 children receiving funded nursery education. Children attend for a variety of sessions during the week. The group are able to support children who have learning difficulties and/or disabilities and those who speak English as an additional language.

The nursery opens five days a week all year round. Sessions are from 08.00 until 18.00.

There are 11 staff who work with the children, some on a part time basis. Over half the staff have early years qualifications to NVQ level 2 or 3. Some staff are currently working towards a recognised early years qualification. The setting receives the support of an advisory teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from a clean, warm, child-friendly environment, where children's care is enhanced by the good procedures and practice followed by the staff. Children imitate the staff and share good practice in health and personal care routines. They readily wash their hands after messy play and before snack and lunch, and older children are aware that they are helping to prevent the spread of infection. Children fully understand that they need to use sun cream and hats when the sun becomes stronger. Their welfare is safeguarded because staff have up to date knowledge of first aid in the event of any accident, and appropriate procedures are in place if children are unwell.

Children explore and develop good physical control while participating in stimulating indoor and excellent outdoor experiences. For example, all children use the extensive activity equipment to their own stage of ability, play ball games and negotiate obstacles on ride-ons. They begin to understand that exercise affects their bodies as they run around and participate in football training and movement sessions. Children thrive and make the most of the opportunities to enjoy the fresh air by hiding under the trees or investigating the bugs and flowers. When inside the building children move spontaneously and with confidence in the well-organised space which also offers good opportunities for exercise and ballet. There are good arrangements for rest, relaxation and sleep. Staff try to adhere to the routines for babies and younger children that the parents have asked for while ensuring that the children are made comfortable for naps when they need them.

Children learn about healthy living as they enjoy a range of freshly cooked, nutritious meals and snacks. Parents are involved in ensuring that the needs of all children are met, and staff constantly check that they are meeting dietary requirements. Children try new tastes, express their enjoyment and use good table manners during the sociable mealtimes. The older children help themselves to food from the serving

dishes at snack time and pour their own choice of drinks. Regular fluids are encouraged throughout the nursery, with beakers close to the children in the baby/tweenies unit and older children access drinks easily. They understand why they are thirsty and need to drink after the strenuous football training. Older children learn about healthy diets and test their senses as part of planned activities about food, including tasting foods from different countries, and trying the tomatoes they have grown themselves. Children throughout the nursery enjoy cooking experiences and tasting what they produce.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

Children are safe as a result of the adults' very good awareness of health and safety and because all reasonable steps are taken to minimise the risk of accidents. Thorough risk assessments, advice from health and safety specialists and good supervision by vigilant staff ensures a safe environment. This allows children freedom to choose activities that offer variety and challenge within safe limits. Older children show an excellent understanding of how to keep themselves safe. For example, they take appropriate safe action when a drink is spilt on the floor, as they take personal responsibility for their safety and remind other children that the floor is slippery. They show further understanding as they ride vehicles sensibly and negotiate space, both outside and indoors. Children learn about road safety as an activity in the nursery and transfer their knowledge as they walk around the local environment. They use high quality equipment appropriate to their age and stage of development. Children safely and deftly manipulate tools and implements as they cook and garden and they develop good hand/eye coordination as they use scissors and other craft tools in many activities.

Children are well protected because staff have a clear understanding of the local child protection guidelines and up to date training. Their safety and welfare is further enhanced by excellent security of the premises, staff checks of all equipment and compliance of fire requirements.

Helping children achieve well and enjoy what they do

The provision is good.

Children play, learn and have fun in the company of friends and adults at nursery, including the babies and younger children who enjoy a range of art activities and daily time in the fresh air. They benefit from the care and encouragement of knowledgeable and experienced staff in the welcoming learning environment. Children's needs are met through effective organisation and planning for the progress of all children from babies through to five years of age. Staff make good use of the 'Birth to three matters' framework to provide activities to meet the needs of the younger children. Children begin to develop their independence and learn to play in groups as they participate in a range of interesting activities. For example, they all develop their physical skills through a very good range of outdoor equipment and construction activities which help develop hand/eye coordination. They develop

positive relationships as they listen and communicate well with each other and with the adults, with all children contributing to the social activities in the nursery.

Children through the age ranges explore a variety of interesting materials which stimulate their curiosity. For example, babies and toddlers eagerly develop their senses as they play with sand, paint and water. Children use their imaginations well and with enthusiasm as they take part in a wide range of art and craft activities and music, including making their own versions of Monet's paintings. Children respond to significant experiences, showing a range of feelings where appropriate, such as explaining about their busy weekends and who is going to win the World Cup. Their perseverance to complete activities and their confidence to share feelings develops as they play.

Nursery Education

The quality of teaching and learning is good. Children participate enthusiastically in the planned activities on offer. They use their imagination well as they play in the well-resourced role play corner with model insects and a fishing game. Creative and imaginative skills are being promoted with a good range of art resources, and the children take pride in their paintings and collages. Children begin to make sense of the world around them as they explore a variety of materials and discover why things happen and how they work. For example, they enthusiastically build with a variety of construction materials, enjoy making models and experience a range of different tools and implements. Information technology is developed through good access to the computer. Children are aware of their own bodies and their ability to use their senses through planned and unplanned activities. Exercise is made fun in football training sessions and other activities, and they begin to understand why their hearts pump their blood around more quickly. They find out about the environment as they plant seeds and grow plants outside. Children begin to explore the wider world through visits to the shops and further afield, looking at holiday destinations and taking part in the celebration of festivals.

Children develop good relationships with staff and each other, as they take turns and work together well in small and large group activities. They show concern for others as they play, making sure their friends are included in the game. Children interact and chat, showing awareness of the listener and listening well. They understand that print has meaning and make marks freely throughout their activities. For example, they use their emerging writing skills for real purpose as they make books about their topics. Older children are beginning to develop the use of mathematical ideas to solve problems in planned activities and by participating in many day-to-day domestic routines. They compare two numbers as they count during number games and measure the sunflowers that they are growing.

Staff make effective use of time and resources to provide a broad and balanced range of activities and experiences across the six areas of learning. Children are encouraged to make the most of their experiences by the staff's careful consideration of what the child might be able to learn. Generally, they are able to persevere and complete activities and extend their learning within the routines of the day. Children's individual challenge is promoted through good questioning and enabling by the knowledgeable key worker staff although occasionally the children's interests are

stifled when the group has to stop an activity to move on to the next planned activity. Systems for planning for the individual child's progress are good although not always used fully in practice. Observations and assessments of children's progress towards the early learning goals and information gained from the parents are used to inform planning.

Helping children make a positive contribution

The provision is good.

Children are appreciated and valued as individuals by the staff which helps ensure the children are settled and happy and play an active part in the nursery. Staff have an excellent understanding of the children's needs and are able to support them as necessary. The very good levels of support ensure that all children are included and receive a great deal of individual attention so that their needs are effectively met. Older children understand their own needs and begin to respect the needs of others. They make sure their friends are included in the activities and are aware that some children have different needs to themselves. For example, when their friends are hurt they fetch wet tissues and older children work well together as a team to include and assist all their friends. Gaining knowledge of different cultures and religions as they celebrate festivals and national days, and learning different languages to talk to their friends helps children understand about the diversity of the wider world. They enjoy meeting people and welcome visitors and regular helpers such as the football coach, ballet teacher and the guide dog for the blind. Children begin to gain confidence and self-assurance through making choices about activities and have easy access to resources, although freedom to choose access to the outdoor area is limited.

The children behave very well as they are made aware of what is appropriate behaviour. They respond well to the consistent boundaries set them and the encouragement to behave well given by the caring staff. Older children begin to take responsibility and manage their own behaviour as they say sorry with meaning when they have upset someone and without being prompted. The positive approach of staff to developing independence fosters children's spiritual, moral, social and cultural development.

The children's well-being at the nursery is enhanced by the good partnership with parents. Parents are informed about how the nursery operates and the activities provided through a comprehensive welcome pack, written notices, newsletters and displays and information about the care of the children. Staff obtain information about the children's needs, and their achievements are recorded on settling in at the nursery. Babies settle well because the practitioners work closely with parents to ensure they follow the baby's routines. Information sharing on a daily basis is seen as important throughout the nursery to ensure that the individual needs of the children are met. This includes verbal information sharing and written systems for exchange. Parents are able to easily access the nursery's policies and procedures although information about the current complaints system is limited.

The partnership with the parents and carers of children receiving nursery education funding is outstanding. Children's progress in nursery education is fostered by regular

discussions and sharing of written information to ensure that parents know how their children are developing and how they can contribute to their children's progress. Notice boards show information on planning and suggestions how parents can consolidate and extend what the children have learnt previously at nursery.

Organisation

The organisation is good.

The good quality of care and education offered to the children is based on effective organisation throughout the nursery. The leadership and management of funded children is good.

Space and resources are well organised so that each age group has designated rooms with areas for active play, for quiet times and for messy play. Children benefit from this as they make the most of the play and learning opportunities and are able to move around the areas with ease. The outside area is organised effectively. All documentation which contributes to children's health, safety and well-being is in place and is reviewed regularly to ensure that the individual care plans are met.

Children benefit from the good supervision and sensitive interaction afforded by good staff to child ratios and the care given by qualified and skilled staff. Management and staff are committed to continuous improvement and development of the nursery care and education and of staff's personal development. The staff and management work well together as an effective and committed team with clear aims underpinning the care given, and with systems in place to evaluate the care and education. Policies and procedures are reviewed regularly. Overall children's needs are met.

Improvements since the last inspection

As a result of the last care inspection the provision was asked to address issues around the qualifications of the deputy, the children's access to drinking water, positive images of the wider world and the child protection policy. The deputy has almost completed her qualification and another qualified member of staff is sharing her role, ensuring that this recommendation is met. Older children access drinks from a tray of jugs and beakers and this ensures that they remain hydrated and their welfare is enhanced. The range of activities and resources that promote equality of opportunity and anti-discriminatory practice has been increased which helps ensure that children feel a sense of belonging and gain an understanding of the wider world. Policies and procedures have been reviewed recently including the child protection policy, which is in place to help safeguard the welfare of children.

At the last inspection of nursery education there was one point of consideration regarding extending the challenge for children. Planning has been reviewed to indicate some questions for staff to ask to enable children to extend their knowledge and mentions some target children. However, this area has been included in a recommendation as an outcome of this inspection as children are not always able to initiate their own play and learning and pursue their interests as the planning is tightly structured.

Complaints since the last inspection

There have been no complaints made to Ofsted since 1st April 2004.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that parents are made aware of recent changes to the complaints procedures and recording systems.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- increase opportunities for children to extend their interests during self-initiated play and offer appropriate challenge to individual children.

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