



The Beehive Nursery

Inspection report for early years provision

Unique Reference Number	EY303007
Inspection date	25 May 2006
Inspector	Christine Slaney
Setting Address	Tower House School, Fisher Street, Paignton, Devon, TQ4 5EW
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Registered person	Stephen Fuzzard
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 Nursery has been established for over 10 years and is part of the independent Tower House School in Paignton. It occupies its own three room accommodation within the school and has its own decked area, but shares some facilities, such as the outdoor area and the hall.

The setting is registered to provide full day care for 16 children aged from two years to under eight years, and out of school care for children from the age of three years.

At present there are 47 children on roll, including 41 funded three and four-year-olds. The children come from the surrounding area and represent a variety of socio-economic backgrounds. The setting can support children with special educational needs and children with English as an additional language. The nursery operates Monday to Friday from 08:30 to 15:40 and the after school club operates until 17:30 during term time.

There are seven members of staff employed. Two are qualified teachers and all other staff have National Vocational Qualifications to either level 2 or 3 in childcare, or the equivalent. The nursery is supported by an adviser from the local authority and staff regularly attend professional development courses.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy a good range of activities, which contribute to their good health and promote movement and exercise. These include a variety of indoor and outdoor activities to help them gain control of their bodies, for example, pre-school children have a physical education teacher from the main school who attends weekly. This is helping the children develop good co-ordination. All children enjoy regular physical activities outdoors. They learn to manoeuvre wheeled toys and climb skilfully. As a result, children are developing an understanding of the importance of keeping active and have a positive attitude towards physical play.

Children have a good understanding of the importance of hand washing after using the toilet and before meal times, because staff promote and encourage good hygiene practices. Children's understanding of keeping themselves healthy is further developed through skilful questioning by staff, who use meaningful situations to reinforce hygiene routines; for example, children are encouraged to reflect on why it is important to wash their hands after touching visiting pets. In addition there are hygienic areas for serving meals.

Staff have recently attended training in the Birth to three matters framework and are developing a good understanding of how to develop the learning environment for younger children. The area used by the children is clean, well maintained and attractive. There are separate areas for craft activities, construction and quieter play activities. However, younger children do not always freely explore some areas or have opportunities for quieter play, rest or sleep, as the area they use, although pleasantly decorated, is set up to meet the needs of older children.

Overall, the mealtimes and snack time routines are good. Children sit together when eating and staff serve meals and snacks appropriately. However, the organisation of these routines means that interaction between children and staff is limited during this period. Nevertheless, children are well nourished as they enjoy a good variety of nutritious, freshly cooked and locally sourced produce. Their individual dietary needs are provided for by an outside catering agency, based within the main school. They take into account parents' preferences, for example, providing a vegetarian option.

Parents who provide packed lunches are informed of the nursery policy of no sweets or chocolate in packed lunches. All children enjoy their lunch and staff do actively encourage children to try different foods. Overall, parents work together with the nursery to provide fruit at snack times and therefore, children are encouraged to make healthy choices as they have fresh fruit every day. Children have good access to a water dispenser and additional water and juice are provided at snack time.

Children's health is further promoted by well maintained accident and medication records and staff who regularly update their first aid qualification. There is also clearly written information for parents, for instance, an appropriate sickness policy is provided in the nursery welcome book.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in specific areas according to their age and stage of development. These are safe, well maintained, with good space available for both indoor and outdoor play experiences. Children have use of one large and one smaller classroom. There are attractive school grounds and an enclosed outside play area. As a result children have good opportunities to enjoy outside play, which enables them to enjoy the fresh air.

Toys and equipment are clean, well maintained and appropriate for the children's ages and stages of development. This helps to ensure that they are safe for the children to use. Resources are easily accessible and more able children are encouraged to self-select.

Children can play safely and freely both inside and outside without risk of harm, due to the vigilance of the staff team. Good security systems are firmly in place to protect them, such as a coded system to enter the parts of the building that are connected to the main school. Furthermore the front door area is securely locked, which restricts access. This ensures no person enters the area without the staff's awareness. There is evidence of a detailed risk assessment that clearly identifies potential areas of risk to the children's safety, both inside and outside. These are dated and reviewed regularly.

Overall, there are clear procedures for the emergency evacuation of the premises, for example, a fire procedure is clearly displayed and a drill is practised with the children. Children are developing a good understanding of how to keep themselves safe and healthy, for instance, they are encouraged not to run indoors or climb on furniture.

Children's safety is further supported by the nursery's good understanding of child protection procedures, for example, staff have an understanding of possible signs and symptoms of abuse. In addition staff are fully aware of their responsibilities and an appropriate child protection policy and procedure is shared with parents.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They have free access to a good range of activities, toys and resources that promote their learning and development well. On the whole the areas used are child friendly and organised to promote children's own experiences. As a consequence the children enjoy a good variety of activities prepared by the nursery, such as bringing their pets for show and tell.

Children are taken out every day to enjoy the fresh air and planned outdoor experiences. They also have opportunities to explore the local environment and community, for example, visiting local shops and planned visits to farms to further extend topic work.

Children self-select their own toys or request toys from the staff members. They are confident and self assured as they move safely and with good awareness of space and each other, both inside and outside. In addition, children understand the concept of 'tidy up time', which is achieved quickly as they become involved with putting toys away in their correct storage boxes.

Children play freely and the staff are well able to engage the children's own interests, for example, staff chat to children about healthy eating whilst children thread a pre-cut card shaped like a carrot.

Nursery education

The quality of teaching and learning is good. Children make good progress because the practitioners have a good knowledge of the Foundation Stage and how children learn. They plan a varied and balanced range of activities that cover all six areas of learning. In addition, detailed planning for more structured activities ensures clear learning intentions are covered. Good questioning enables children to develop their language and thinking. Children are self-assured, eager to learn and enjoy the challenge of new experiences, for example, they show curiosity about numbers because staff skilfully engage their interests. As a result children problem solve by simple adding and taking away.

Assessment records are good. They are dated and completed regularly. They clearly show children's achievements and the next steps in each child's learning.

The areas used by children are prepared well. The nursery staff have worked hard to ensure the rooms are welcoming and attractive, with many examples of children's own work displayed. Therefore, the areas are inviting and welcoming for children and parents. There are very well established daily routines, which ensure children are safe and well cared for. They understand the daily routines well, for instance, tidy up time. Although, the routine for snack time is less effective because staff's attention is diverted to handing out food and checking all children have a snack. This limits opportunities for children to become involved in the preparation and organisation of snack time. As a result some children become restless and bored. Children develop good relationships with adults and each other. They are regularly praised for their achievements and learn to take turns and share, for example, taking turns comparing plastic bears when solving simple mathematical problems.

Children's independence is promoted well. Children know they need to wear different clothing for outside play and craft activities, like painting. Most are able to put these on by themselves, with little support or help. Children are confident, motivated to learn and work well on their own and in small groups, for instance, while playing with construction bricks and singing songs during circle time.

Children enjoy listening to stories and rhymes. They access books for enjoyment and retelling stories. Moreover, they listen attentively and enjoy conversations and discussions with each other and staff. They have good opportunities to develop their writing skills through play. For instance, some children write their own names when making a badge. They also show great pride in their achievements as they show them to friends and members of staff.

Children understand and use a good range of mathematical knowledge and understanding. They recognise numerals and link them to the quantity they represent. Circle time activities are used very well to promote children's interest in numbers and skilful questioning engages and challenges, for example, children problem solve simple adding and taking away. In addition they are provided with many opportunities to count and are able to count confidently and spontaneously to large numbers.

Children use technology very well. They spontaneously and freely access and complete simple computer programmes using good mouse control. They explore their environment using their senses. In addition they are developing a good sense of time and place through well planned visits and discussion; for example, some children spontaneously recall a visit from the vet last week, when they talk about washing hands and keeping themselves healthy. Children design and construct models purposely using construction kits and craft materials. They are also developing a good awareness of other cultures through stories and themed topics.

Children climb, run and jump with increasing confidence. They show good control when using large wheeled toys. Furthermore children handle tools and equipment, such as paint brushes and dough cutters, with skill and good control. Children are starting to develop an understanding of the effect of exercise on their bodies and know eating fruit helps keep them healthy, because staff are skilful at discussing and questioning.

Children enjoy using the role-play areas and a wide range of small world equipment supports their imagination well. Children express their feelings through music and enjoy a wide range of songs from memory, for example, they enthusiastically join in with singing and action songs. They also really enjoy the opportunity to sit around the nursery piano singing, asking for their favourite songs to be played.

Helping children make a positive contribution

The provision is good.

The nursery has taken good steps to ensure that all children and parents feel welcome. The rooms are bright and attractive, with many examples of children's own work attractively displayed. Children benefit from being cared for by consistent staff

who show an awareness of individual needs, family background and parental wishes. The nursery staff work closely with other professionals to plan individual educational plans for children with special educational needs. Children are polite and enjoy working and playing together, for example, while constructing a bridge with bricks.

The nursery takes positive steps to ensure the children have a view of the wider world and plans show there are good opportunities to gain an understanding of diversity through well planned topics. Moreover, children have access to a good range of resources, such as books and toys, which reflect positive images.

The staff are skilful at questioning, they interact well with the children and relate to them as valued and respected individuals. Therefore, children are relaxed and confident, for example, confidently chatting to each other about their pets, which they have brought to nursery for a planned show and tell session.

The staff are positive role models and as a result children are well behaved. Children settle to activities quickly and happily share and take responsibility for their own actions, for instance, they are clear about 'tidy up time' routines.

Children's spiritual, moral, social and cultural development is fostered. Children enjoy and independently socialise with each other during free play activities. As a result they make choices and are imaginative, for example, children play together making decisions and agreeing their design of a bridge during construction play. Consequently, they have good opportunities to develop and organise their own thinking as they play together.

Partnership with parents is good. Relationships are friendly, informative and good communication exists. This is because staff take time to discuss the children's day and regularly report on children's progress and development. Parents are encouraged to look at the notice board for information about the nursery's policies and procedures. In addition, they regularly receive a newsletter, which details topics to be covered over the following term. Consequently, parents have good opportunities to involve themselves with their children's learning, for instance, sharing their job experiences and bringing in family pets for show and tell.

Organisation

The organisation is good.

Children's care needs are identified and met through efficiently organised records and documents that are discussed and completed with parents. The required documents are well supported by the nursery's comprehensive policies and procedures. These include registers of attendance and detailed information records about the children. However, the present registration system does not correctly record all children and staff's arrival and departure. Therefore, children and staff who arrive early in the morning and after school have their safety and welfare compromised, because registers do not accurately record their attendance at these times. Consents regarding emergency medical treatment and outings are obtained from parents. All documentation is securely and confidentially stored. All records are regularly reviewed to make sure they are up-to-date and remain relevant to the care

provided for each child.

Children benefit from their time in the nursery as nearly all the staff are suitably qualified. The staff maintain safety by ensuring supervision at all times and there are effective systems in place to ensure all staff working with children have completed all required vetting procedures. Overall, space is well organised to enable children to experience a wide range of play activities, both indoors and outside. In most areas children are encouraged to choose activities and select additional resources from low-level shelving. This allows children the freedom to play in a safe and secure manner with toys and games they can, in general, access with ease.

Leadership and management of the nursery education is good. Staff have a good knowledge and understanding of the Foundation Stage and are involved in planning for the curriculum to help children develop in all areas. They are clearly aware of the learning intentions for the activities. Appraisals have been introduced and staff development is monitored. Assessment records are updated by key workers who monitor children's achievements and developments; this includes identifying the next steps in learning for the children. Staff demonstrate a strong commitment to improving their skills and knowledge by regularly attending training. For example, key staff have recently attended Birth to three matters framework training and as a consequence are clear that the younger children's room needs further development to ensure all children's needs are met and allow for more free access of resources.

Policies and procedures are effective in promoting the welfare, care and learning of the children. The nursery operates a key worker system to ensure that the needs of individual children are met. The nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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

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.
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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):

- develop the present registration system to ensure that times of arrival and departure of all children and staff are recorded
- continue to develop the environment for the younger children, to ensure there are more opportunities for them to freely explore and use the quiet area for rest, sleep and quieter play.

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):

- monitor the organisation and provision of the snack time activity, to ensure all children benefit fully from this daily routine.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk