

# The Hive Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	109691
<b>Inspection date</b>	23 April 2007
<b>Inspector</b>	Gill Moore
<b>Setting Address</b>	Ground Floor, 74 Church Road Bedales School, Steep, Petersfield, Hampshire, GU32 2DG
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<b>Registered person</b>	Sarah Jefferies
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

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

### WHAT SORT OF SETTING IS IT?

The Hive Day Nursery has been open since September 1983 providing childcare facilities for children aged six months to five years. It operates from a self-contained building in the grounds of Bedales School in Petersfield. A maximum of 15 children may attend the nursery at any one time. The nursery is open 08:00 - 17:30 Monday to Friday during term time only. The nursery offer collections from Dunannie nursery. All children have access to two outside enclosed play areas.

There are currently 34 children aged from six months to four years on roll. Children come from a wide catchment area as many of their parents work in the school. The nursery is privately owned and the owner is a qualified early years practitioner who works full time in the setting. In addition, four members of staff are employed, three of whom are qualified. The other member of staff is working towards a child care qualification.

## THE EFFECTIVENESS OF THE PROVISION

### **Helping children to be healthy**

The provision is satisfactory.

Children's health is maintained because practitioners implement effective health and hygiene procedures to ensure the risk of cross infection is minimised. For example, individual bedding is used on cots for each child and practitioners wear plastic gloves and aprons when changing children's nappies. Babies' physical needs are fully met and practitioners try to ensure a consistent approach, with regards to daily routines, such as eating and sleeping. Effective systems are in place to change children's nappies, although no record is made of when this takes place. Children begin to develop an understanding of the need to look after their bodies. They talk about how they need to wear sun hats and cream in hot weather and develop good self-care skills washing their hands after toileting and before meals. Younger children develop their independence using steps to stand on enabling them to reach the sink for themselves.

Children stay healthy because detailed information about their medical history, allergies and special dietary requirements is obtained. Parents supply all meals and snacks for their child and the nursery offers regular drinks of milk or water. Children's understanding of the importance of eating healthily is promoted because parents are requested to provide healthy options for children. Written suggestions of options, and the opportunity to borrow a good resource book from nursery, encourage parents to promote a healthy balanced diet. Children benefit from daily opportunities to enjoy the fresh air as they play in two outside play areas. Babies' are well supported in learning to balance and walk unaided and toddlers begin to develop climbing skills as they negotiate steps on the slide. Children use equipment, such as bats and balls, which helps develop physical skills and spatial awareness. Practitioners talk to children about the importance of exercise helping to increase their understanding of the need to keep healthy

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children benefit from the relaxed and friendly environment and wander freely and safely around the nursery. Their safety is ensured because practitioners recognise potential risks and hazards and take steps to minimise these. For example, stair gates are used to make areas inaccessible. Plug sockets and hot pipes are covered and sleeping children are monitored every ten minutes. Children practise fire drills with practitioners, ensuring they know the procedure to follow should an emergency evacuation be necessary. However, systems to record and evaluate these and ensure drills are practised on a regular basis are not fully developed. Children independently access much of the play provision and resources and effective procedures are in place to ensure all furniture, equipment and play provision is kept clean, safe and well-maintained.

Children are safeguarded from harm because practitioners have a clear understanding of their role with regards to protecting children in their care. All practitioners complete child protection training and update their knowledge in this area on a regular basis. They know the different types of abuse and possible signs that may indicate a child was at risk. Parents are made fully aware of the nursery's responsibility in relation to child protection issues and injuries children arrive with are recorded and discussed with parents. Effective procedures are in place to ensure the safe arrival and collection of children and practitioners know how to implement nursery and local child protection procedures. Detailed records show times children and practitioners arrive and leave the nursery. Visitors are requested to sign in and provide a contact address and identification, which helps ensure children are protected. However, these records are not

always accurately maintained and times visitors are on and off the premises are not recorded. Procedures to record all visitors to the group, including visiting parents with their children, are not fully developed. This impacts on practitioner's ability to fully safeguard children, for example in the event of a child protection allegation being made.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children very much enjoy the time they spend at nursery and are happy and confident within the group. For some children, the inspection took place on their first day back to nursery following the Easter break. Although one or two children were a little hesitant in leaving their parents, practitioners were extremely supportive towards recognising their insecurities. Children snuggle into practitioners and enjoy sharing books together. They become skilful communicators as they point to the pictures in the story and respond to the questioning from practitioners. Children develop a good vocabulary, using language such as soft and fluffy, when feeling the textures in the book. They begin to develop an understanding of number as they count the kites and talk about the different shapes and sizes. Children show wonderful imagination pretending to boil an egg and are extremely well supported as practitioners sit on the floor and involve themselves in their play. Practitioner's build on children's interests and use effective questioning techniques encouraging them to think things through and extend their own ideas through their imagined play.

Babies' babble and enjoy sitting on practitioner's laps clapping hands. All children have a wonderful time giggling with excitement as they participate in singing sessions. Children enjoy making models from dough and transferring sand from spades to buckets. Younger children have some opportunities to explore different textures and materials, for example through the use of treasure baskets. Planned art and craft activities, linked to themes, enable children to experience different media, although these activities tend to be prescriptive and very adult-led. Children have planned opportunities to use a range of media, including ice and jelly, however, insufficient opportunities are available for them to develop their own ideas and explore creativity during their self-chosen play. Interaction between practitioners and children is wonderful and all children benefit from mixing together. Practitioners know all children extremely well and assess their individual development, although this information is not currently used to plan the next steps in their learning. They adapt their teaching methods and questioning techniques to meet the individual children's needs. However a system has not yet been developed to plan for younger children specifically, ensuring that planned experiences offered are linked to their individual needs and abilities.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children develop a secure sense of belonging to the setting as they hang their coats up and place personal belongings on their individually named pegs. They help pack away when it is tidy up time, which promotes a sense of responsibility. Children develop a very caring attitude towards one another. They show great excitement when a baby arrives at nursery rushing to greet her with cuddles. Older children recognise when younger ones need support and help them, for example as they try to put books back on shelves. Children are extremely self assured and display high levels of confidence and self-esteem. This is promoted through the continual praise from practitioners and the use of stickers, for example, is one method implemented to reward positive behaviour. Consequently, children's behaviour is very good.

The nursery promotes a fully inclusive environment where all children are treated equally and valued as individuals. They become aware of their own needs and those of others through discussion and recognise that younger ones need a higher level of support. Planned activities relating to special events, such as Christmas and Easter, help children learn about customs and festivals celebrated. However, few opportunities are available to extend children's understanding of diversity and recognition of the similarities and differences between themselves and others. For example, resources reflecting a diversity of culture, gender and disability are limited and the physical environment does not promote children's understanding of the wider world.

The nursery is extremely small and is run as an extended family. Consequently, children benefit enormously from the secure relationships established between practitioners and their parents. Written information is obtained relating to children's individual routines and practitioners gain an excellent understanding of their family and home life, which helps children settle. Parents receive detailed information about topics and activities and are provided with all nursery policies and procedures. Informal feedback is given to parents about their child's day and parents share concerns and ongoing information about their child with practitioners. A complaints log is now in place, in line with new regulations, although this is not reflected in the written complaints procedure and parents have not been informed about the changes to this policy.

### **Organisation**

The organisation is satisfactory.

Children gain in confidence and develop a strong sense of self-assurance in a secure and happy environment. They benefit from high ratios of staff and the effective deployment of practitioners helps to establish secure and trusting relationships. The nursery is well organised and effective communication takes place informally through daily discussions and regular meetings, which helps to ensure sessions run smoothly and operational issues are addressed. As a result, the setting meets the needs of the range of children for whom it provides.

Children benefit because all practitioners recognise the importance of play in a child's development and are suitably qualified and experienced. Practitioners are well supported informally by management, although systems to monitor their performance and development, for example through the implementation of staff appraisals, have not yet been introduced. Procedures to recruit, appoint and induct new staff are informal and insufficiently robust to ensure children are protected and systems to establish the ongoing suitability of practitioners already working in the setting are not yet developed. Practitioners know and implement effective policies and procedures throughout the nursery to promote children's health, safety and well-being. Most of the required documentation is in place, although some policies and records require updating and need to include more detail.

### **Improvements since the last inspection**

At the last inspection the group were asked to ensure confidentiality is maintained in accident and medication records. They were also asked to provide parents with the name of the regulator to contact in the event of a complaint.

Records of accidents and medicines administered generally include full details, although the full names of children are not always recorded in accident records. These are recorded on individual pages and stored in locked cupboards, which helps to ensure confidentiality is maintained when sharing records with parents. The Ofsted poster is displayed in the nursery

for parents to see, which includes the contact details for Ofsted should they wish to make a complaint.

### **Complaints since the last inspection**

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action to meet the National Standards.

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.

## **THE QUALITY AND STANDARDS OF THE CARE**

On the basis of the evidence collected on this inspection:

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

### **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 procedures to recruit, appoint and induct new staff and introduce a system to ensure the ongoing suitability of those adults already working in the setting
- introduce systems to monitor staff performance and development
- develop systems to plan and assess children under three years using an approach in line with the Birth to three matters framework
- increase opportunities for children to extend their understanding of diversity and the wider world
- develop the records, policies and procedures to ensure all necessary details are included and this information is shared effectively with parents

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