

Honey Bees Nursery

Inspection report for early years provision

Unique Reference Number	251521
Inspection date	22 June 2007
Inspector	Deborah Kerry
Setting Address	Hitcham Village Hall, The Causeway, Hitcham, Ipswich, Suffolk, IP7 7NE
Telephone number	01449 740764
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Registered person	Sharon Scarfe
Type of inspection	Integrated
Type of care	Full day care, Sessional 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?

Honey Bees Pre-school has been operating since 1995. The pre-school is based in the village hall at Hitcham, Suffolk. The group have use of the main hall and a side room which is used for the rising fives for part of the session. A maximum of 36 children may attend at any one time. The nursery is open Monday to Friday 09:15 to 12:15 and in the afternoons until 15:00 on a Monday and Friday during term-time and some additional weeks during the summer holidays. There is a lunch club provided which runs from 12:15 to 13:15 after each session. Children attend from the local and surrounding villages.

There are currently 43 children aged from two to under eight years on roll. Of these, 21 children receive funding for early education. The setting currently supports children with additional needs.

The nursery employs eight staff. Of these, seven hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

There are effective hygiene procedures in place to ensure children's health is promoted. Children have developed a good understanding of personal hygiene as they all use wipes to clean their hands before eating. Through topics and regular discussions children are learning about which foods they should eat to keep themselves healthy. Staff follow effective procedures when changing nappies and potty training to ensure that children's health is promoted. All children's health and dietary needs are recorded and separate records are kept in the kitchen to ensure that their needs are met appropriately.

The large hall ensures that there is room for children to move and exercise to music and to ride bikes and cars, supporting their healthy growth effectively. Children access the outside area for physical play and go on regular walks, this helps to develop strong healthy bodies and their understanding of their environment. Cushions in the book area provide a quiet area for children to look at books or to rest. Sleep mats are provided for children who stay all day, this ensures that their home routines are respected and they can sleep according to their own needs.

Children are provided with a range of fresh fruit and healthy food to promote their health effectively. For example, they have apple, raisins and cheesy biscuits at snack time. Through different topics and discussions children learn about what foods they need to eat to keep themselves healthy. Parents are provided with information on healthy lunchboxes to promote eating healthy foods for lunch. Children are able to help themselves to drinks freely throughout the day ensuring they have sufficient for their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff ensure that all doors are kept locked to prevent children leaving unsupervised. Entrance doors are monitored at arrival and departure times, promoting children's safety effectively. Staff ensure that all resources and equipment are checked and cleaned on a regular basis, further promoting children's health and safety. Children are learning about keeping themselves safe as staff remind them not to run so that they do not fall over.

The risk assessments ensure that children are protected from any potential hazards. Staff carry out daily checks on all the areas and equipment being used to ensure that there are no dangers accessible to children. Fire drills are carried out on a regular basis on different days and times to ensure that all children who attend are aware of how to keep themselves safe. When out walking children are reminded to stop, look and listen before crossing the road, developing their awareness of road safety.

There are comprehensive policies and procedures in place to promote children's welfare and safety in line with the local safeguarding children procedures. All staff have a thorough knowledge of safeguarding children through attending training and know what to do if they have concerns about the welfare of a child. The statement on safeguarding children is displayed with contact numbers included, showing who to contact so children's welfare is maintained.

Helping children achieve well and enjoy what they do

The provision is good.

Resources are set out around the room into different areas, this allows children to make free choices in what they do. Snack time is on a rolling plan, when the first group of children have finished, staff ring a bell, so that other children can sit and eat according to their own needs. Children are free to choose if they want to play outside, or do an alternative activity inside. Staff adapt planned activities to meet the needs of children under three and make regular observations so that their progress is recorded using the 'Birth to three matters' framework.

Nursery Education.

The quality of teaching and learning is good.

Children are making good progress towards the early learning goals as staff have a good understanding of the Foundation Stage. There are regular meetings for planning the curriculum and all staff are involved and take turns to write up ideas for activities. The planned activities cover all the six areas of learning and provide children with a broad and balanced curriculum. Activities are tailored to children's individual abilities and older children are provided with different activities which are more suited to their capabilities. Children with additional needs are fully supported by staff and have a written individual education plan tailored to their needs to ensure that they are able to make progress. Staff carry out regular assessment on children to record their progress, their records are then used by staff when planning future activities to ensure that children's individual needs are well met. However, children's next steps are not always recorded in their records. Staff work directly with the children offering support and using effective questioning to enhance their learning. Regular evaluation is undertaken on completed activities to see how they can be improved and extended for future use.

Children are self sufficient in choosing activities and are able to concentrate and persevere at these tasks. Children take turns in helping to put out cups and plates at lunch time promoting their self-esteem. Children are able to wash their own hands and pour their own drinks which enables them to be in control of their own needs. Children have developed secure relationships with staff and other children and seek them out to include them in their play.

Children are provided with purposeful activities to develop their knowledge on linking sounds and letters as they have a different letter that they talk about each week. On arrival children find their own name cards for self registration. Children relish listening to stories as staff use props to capture their interest and to develop their understanding on words and letters. Children enjoy spending time looking at books they have chosen and sharing them with their friends. The writing area provides children with a variety of resources to promote their pencil control and early writing skills.

Children are developing a good understanding of number as they count how many children there are at each session. Through playing games children are able to recognise numerals and some are able to count independently from one to five. Staff use mathematical language when children weigh objects using scales and ask, are they the same or is one side heavier. Through singing songs like 'five little ducks' children gain an understanding of subtraction. Children are developing a good understanding on shape and colour through undertaking a range of regular activities.

Children discover their local environment through regular walks around the nursery and by playing in the outside area. Children enjoy using a variety of resources to build and construct.

Children have developed a good understanding of technology through playing age-appropriate games on the computer. Through the regular routines of the session and by ringing the bell for snack children are developing a good understanding of time. During the year children are involved in learning about other cultures and beliefs through a variety of topics celebrating different world festivals.

The large space inside allows for children to ride bikes and cars to enhance their physical development. They have daily access to equipment to balance, climb and slide helping to develop strong muscles. Children manoeuvre tricycles and cars inside with precision avoiding equipment and others. Children have access to an extensive range of tools to enhance their hand eye coordination and their small physical skills. Children are developing their creativity as they are provided with a large variety of materials and media for their art and craft work. Children enjoy singing familiar songs and actions rhymes. Children have access to a variety of musical instruments, they enjoy experimenting with the different sounds that they can make. Children are absorbed in their role play through using a variety resources, they dress up as doctors and nurses and take each other's temperature in the 'hospital'.

Helping children make a positive contribution

The provision is good.

All parents and children are welcomed into the setting. Throughout the year topics on different world celebrations are covered helping to develop children's knowledge of other cultures. This is further supported by a range of resources and books. Staff take time to support all children in their learning and ensure that this is appropriate to their needs. Staff have undertaken training to support children with additional needs which enables them to offer support tailored to their individual requirements. Children's social, moral, spiritual and cultural development is fostered.

Staff have a calm, consistent approach to behaviour management and children are given gentle reminders about what is expected of them, promoting positive behaviour. Children are spoken to at their level and they are given clear expectations and boundaries on the rules of the setting. For example, all children help at tidy up time and staff encourage them to share and take turns. Staff undertake regular observations on children under three which keeps parents fully informed about their child's progress and development. Parents are provided with a prospectus, giving information on the nursery which is regularly updated inline with any changes made to the nursery's practice.

Partnership with parents and carers is good.

Children and parents are greeted and warmly welcomed on arrival, staff are available to discuss any worries or concerns about their children if needed. The notice boards in the entrance provide parents with information about the nursery. The nursery produces regular newsletters to keep parents fully informed about activities, events and topics the nursery is undertaking. Parents are aware that their children have progress records and that these are available for them to see at any time, keeping them informed of their progress. Each year the nursery has a parent's evening to welcome new parents and to give them information on the Foundation Stage so they are involved in their child's early education. The prospectus for parents contains information on the six areas of learning and the early learning goals and on how the children learn. Parents are aware that their child has a key worker and that they are available to talk with them about their children's progress. Parents are invited to support their child's learning by bringing in items for topics that they are covering.

Organisation

The organisation is good.

There are a range of policies and procedures in place which effectively promote children's welfare and development. All staff have experience and hold early years qualifications which benefits the children and the care they receive. Staff are keen to ensure that their qualifications remain current and attend regular training to continue to develop their knowledge and practice. There are clear effective procedures in place for induction which ensures staff are aware of all policies and procedures and how to implement them. Documentation is in place and regularly updated which ensures that the nursery is well organised to meet children's individual needs. However, arrival and departure times for the staff are not currently recorded, consequently there is not a clear picture of who is on the premises. There is extensive documentation on evaluating practice and how this can be improved and what action will be taken to ensure that practice is enhanced.

Leadership and Management is good.

The staff have clear job descriptions which ensures that they have a good understanding of their roles and responsibilities for supporting children's learning. The manager carries out regular staff appraisals to monitor and evaluate their practice on any area for improvement to benefit the children's learning. Staff work well together as a team and there is effective communication between them to ensure that children can get the best out of the planned activities. The key worker system ensures that staff get to know children well, which enables them to plan activities to meet their individual needs. Policies and procedures are regularly reviewed and updated in line with any changes in legislation. Staff have completed the quality kite mark scheme to consolidate their knowledge and good practice. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the nursery were asked to improve hand washing procedures; to develop clear procedures to be followed in the event of an allegation of abuse being made against a member of staff. At snack and meals times children now use wipes to ensure that their hands are clean before eating. The safeguarding children policy has been changed and there are now clear, effective written procedures in place on the steps to take should an allegation of abuse be made against a member of staff. As a result of these measures children's welfare and development has been enhanced.

At the last nursery education inspection the nursery were asked to increase parents knowledge and understanding of the Foundation Stage and early learning goals; to develop plans and learning outcomes to show a clear link to the stepping stones and early learning goals. The nursery now holds a parent's evening each year to talk to parents about their child's early education and about the Foundations Stage and early learning goals so that they are better informed about their children's early education. Parents are given a prospectus when their children start which includes information about the Foundation Stage, early learning goals and the curriculum. Parents are also informed about their child's progress files and that these are available for them to view at any time, keeping them informed about their child's progress. Planning has been developed and there are now clear links to the stepping stones and early learning goals. The adult focussed activity also includes clear links to the stepping stones which helps staff to monitor children's progress.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order 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.

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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 times of arrival and departure are recorded on a daily basis for all staff.

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):

- ensures that the next step in their learning is recorded for all children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk