

# The Beehive Childcare Group

Inspection report for early years provision

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<b>Unique Reference Number</b>	254050
<b>Inspection date</b>	26 June 2007
<b>Inspector</b>	Susan Cox
<b>Setting Address</b>	Eaton Parish Hall, Colman Road, Eaton, NORWICH, Norfolk, NR4 7HA
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<b>Registered person</b>	The Beehive Childcare Group
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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 Childcare Group is run by a committee of parents and is registered as a charity. It opened in 1984 and operates from two rooms within the parish hall in Eaton, Norwich. The group also runs out of school care in the adjacent Colman School. All children share access to a secure enclosed outdoor play area. Children attending come from the surrounding area.

A maximum of 26 children may attend the pre-school at any one time. It is open Monday and Tuesday from 09.00 to 15.00, Wednesday and Thursday from 12.45 to 15.00 and Friday from 09.00 to 12.15 during school term times. There are currently 51 children aged from two to under five years on roll. Of these, 42 children receive funding for nursery education. The group currently supports children with learning difficulties and disabilities and also children who speak English as an additional language. The group does not usually operate out of school care from this building. However, due to building work at the school they will provide a summer holiday club for three weeks in 2007. The club will be open from 08.00 to 18.00 from Monday to Friday.

The group employs seven members of staff. Of these, six hold appropriate early years qualifications and the other is working towards a qualification. The pre-school receives support from an early years teacher.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is satisfactory.

Children's medical needs are met as staff gather relevant information from their parents and care plans are in place for children with specific medical needs. Medicines are administered as requested by parents however they do not sign the record of administration. Consequently, the system is not robust enough to minimise the risk of parents giving additional doses by mistake. In the event of an accident, children are treated by staff who hold current first aid certificates and the first aid box is readily available. However, written parental permission to the seeking of any necessary emergency medical advice or treatment has not been obtained. As a result, there is a potential risk of children not receiving the help they require as promptly as needed. Children are learning how to manage their personal hygiene well. Older ones confidently use the toilet and understand the importance of washing their hands to help them stay healthy. Younger children are sensitively supported as they learn these skills.

Children are learning about healthy eating as they take part in planned activities and chatter to staff. They enjoy their snack, at a time they choose, sitting with friends at the 'snack bar' to eat what their parents have provided. At lunch time they eat their packed lunch which they bring from home. This ensures children's dietary needs are met and staff give guidance on healthy options. Children drink when they like helping themselves to filtered water from a jug readily available on a table in the hall.

Children love being active and often play in the fresh air. They run, climb, ride a variety of toys and play with balls and small equipment. They use their imaginations as they make up games, play in the playhouse, chalk on the paving stones and delight in washing their pictures away with brushes and water. Inside children dance to music, play group games, take part in an obstacle course and extend their skills by using a large climbing frame. Consequently children are learning how their bodies work and that exercise is good for them. When they are tired they take a break and relax on the cushions in the quiet area. If they are really tired they tell the staff and a comfortable mattress is found for them to sleep as they wish.

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

The provision is good.

Children are welcomed into a hall that has been made attractive and appropriate for their use. This is because staff work well as a team to set out resources and activities prior to the children's arrival so they may quickly engage in play of their choice. Children confidently organise much of their own play freely choosing resources from trolleys and cooperating well as they help to tidy up. For example, children independently select tissue paper, coloured shapes, pipe cleaners, felt tips and scissors from a trolley as they concentrate on making their bag puppets. This easy access to a very good range of resources, that are well-organised and safe for the children to use, enhances their play and learning and encourages independence.

Children's safety is promoted as risk assessments are conducted and staff understand how to minimise risks on the premises and on outings. Fire drills are held regularly and this ensures all

are able to leave the building effectively in an emergency. The premises are secure and a good system at arrival and collection times ensures the unlocked door is monitored so that children do not leave without supervision and are only collected by authorised persons. Children understand appropriate boundaries. For example, they know they only go in the smaller room if with staff and they follow the safe route through the kitchen to the garden. They talk about road safety in a variety of activities and practise this as they walk to the local library and school. As a result they are learning how to keep themselves safe in preparation for future independence.

All staff have a sound knowledge of child protection issues and have taken part in basic training. They realise their duty to seek advice or make a referral if concerned and this is set out in the policy so that the correct action may be taken to ensure children remain safe.

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

The provision is good.

Children are very happy and settled; they take part in a good range of interesting activities and are sensitively and appropriately supported by staff. Children enjoy free play for most of the session moving between activities confidently, making their own choices and concentrating well on what they have selected to do. They play independently, join in groups with friends and take part in whole group activities learning how to work together and cooperate. Staff ensure there is a good balance of resources readily available to support the activities on offer and to allow spontaneous learning situations to be developed well both inside and in the garden.

Children are developing positive relationships and they join with friends in a range of activities and play happily. For example, working in the 'hairdressers' they style hair, help decide on jewellery to wear, look at each other in the mirror and decide if 'feet need a soak' to make them feel better. Children chatter confidently to staff and ask for help when needed understanding they will listen to them and value what they say and do. They understand the routine of the day and what is expected of them. This helps children manage their behaviour effectively as they know they should help tidy up and be polite and considerate to others. Most use please and thank you as a matter of course and children say 'excuse me' when needing to interrupt a conversation. Staff give children gentle reminders when needed helping to support their good behaviour.

### **Nursery Education**

The quality of teaching and learning is good. Children are eager to learn and staff use this enthusiasm and their interests as starting points for planning activities whilst ensuring all areas of the curriculum are covered. Staff work as a team to evaluate what the children have learnt and each child has a 'key person' who makes up their file. The next steps in their learning are clearly recorded and staff adjust the grouping of children and teaching methods to help every child make very good progress. For example, children who do not enjoy large group music and movement join a small group in the side room to be tempted to take part. Most do so enthusiastically but some watch initially and are gradually persuaded to join in so they all take part at their own level. Trips with their families to a local animal park and to the museum help children have a range of shared experiences in the community. They record their experiences in a variety of ways such as making teapots and a story book where staff type out their thoughts and include pictures as a record of what they have enjoyed.

Children are interested and well motivated to learn. They are confident and becoming independent in meeting their own needs such as managing their coats and shoes, helping

themselves to a drink and deciding if they wish to relax or rest. Children share and take turns showing respect for others and working well together with friends and the staff team. They respond positively to the praise they are given and concentrate well on the activities they have chosen. Children chatter freely as they play with their friends and the staff. Older ones are confident to talk in a large group and express their views such as stating what they like about the bag puppets friends have made. They listen to group stories and some are able to retell their favourites to the group. Children enjoy looking at books and do so spontaneously in their free play and during the quiet time after lunch. Visiting the local library reinforces the pleasure they get from books and helps them learn about using the service for the future. Children often practise mark making and emergent writing skills as they make 'appointments' in the book for the hairdressers and older ones write their name on craft work. However, they are insufficient opportunities for children to link sounds to letters for all to develop confidence with this skill.

Children count frequently in their play including in a range of interesting games where they take turns and play fairly keeping to the rules. They weigh ingredients for cookery and measure cupfuls of flour for the dough, add the required spoonfuls of oil and then mix it all together to use in their play. Children consider weight and capacity as they play with the water and sand using a range of containers. Consequently they are learning a range of early mathematical skills in practical situations. Children plant grass seed, grow plants to take home and tend, look at the birds in the bird house and make bird feeders. They listen to visitors who help them understand more about caring for animals and they enjoy meeting the local community support officer who is becoming their friend. Children confidently use the stereo unit to play music, adjust the volume and skip tracks showing they understand its use. They sometimes use a computer and manage simple work packages with support as needed. Children are learning about the wider world through projects and festivals.

Children love to be active and most enthusiastically join in music and movement games, complete the obstacle course and ride a range of wheeled toys. They use a good selection of tools in craft activities, complete puzzles and make a range of models helping them develop skills with their hands. Children use their imaginations freely. They act out real and imaginary experiences in the role play area and with a range of small world toys. Most love dancing to music, sing well and tap out rhythms clearly. They explore paints with brushes, print and chalk making complicated patterns and drawings. Older children express their ideas clearly, for example, when they run out of paper bags for the hand puppets they suggest they can make bags and set about working out how to do this.

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

The provision is good.

Children receive a warm welcome and staff know them well. All children are treated as individuals respecting their personality and with staff working effectively to meet their needs. Children are learning about the wider world as they play with a good range of resources which reflect our multicultural society. This is developed further by activities such as finding out about Chinese New Year and meeting a lady dressed ready to go to an Indian wedding. Children who are learning English as a second language are supported as staff work closely with their parents. Fundraising to help support a local charity helps the children think about people less fortunate than themselves and the positive contribution they can make. An inclusive approach enables children with learning difficulties or disabilities to attend and take part in the full range of activities with their peers. Additional help is provided if required and care is taken to ensure the children remain safe and make good progress. Parents are fully involved in consultations with staff and other professionals so that sound decisions are made to support the children.

Staff are positive role models and implement the behaviour management policy well. They are calm, considerate and show respect for all. As a result, children understand what is expected of them and their behaviour is good. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers is outstanding. Children's welfare is extremely well promoted as parents are very well informed about all aspects of the provision and the care their children receive. There is clear information about the service on offer and a flexible settling-in procedure helps all to be comfortable with the arrangements in their own time. Sessions are organised for parents to learn about the Foundation Stage, how their children will be supported and the contribution they can make to their children's education. Parents are encouraged to help on the rota so they experience sessions with their children and they can make suggestions for activities on a planning sheet. Parents enthusiastically add comments to their child's diary each session and staff consider these and incorporate ideas whenever possible. There is also an informal daily exchange of information between staff and parents ensuring all are up to date and able to meet children's needs. Parents know their children's 'key person' and can meet with them as they wish. Children's learning stories are readily available and the end of year review invites all parents to add their comments and children may also contribute. Parents readily express their delight with the group and feel their children are very well supported and making excellent progress in all areas of their education.

### **Organisation**

The organisation is good.

Children's care and welfare is promoted as they are cared for by staff who are suitable for their role. Relevant checks have been completed and staff supervise the children well to prevent inappropriate contact with persons who have not been vetted. Staff are all experienced and take courses and training to continue their professional development. This helps them provide high quality care and education for all the children and as a result they are happy, relaxed and making very good progress. Children confidently spread out and play in the hall and garden because staff are organised and ensure the premises are safe and ready for their arrival.

Record keeping is generally good and supports the children's care and welfare although some improvement is needed regarding medical issues. Overall children's needs are met.

The leadership and management is good. The manager is very effective in supporting the well qualified and experienced team of staff. She has a comprehensive understanding of the Foundation Stage and how to work with staff to enable them to deliver quality care and education. The manager is continuing her professional development to degree level and keeps up to date with new information. She is keen to take advice from the support teachers, has positive links with the school and good relationships with the committee who support her as she continues to consider ways to improve the service provided for the children.

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

At the last care inspection the provider was asked to make sure the child protection and collection of children procedures comply with the National Standards. The provider has reviewed the procedures and they now effectively protect the children.

At the last inspection of nursery education the provider was asked to develop staff's knowledge of how to use questioning to consolidate and extend children's learning; to make use of

assessment information to challenge the more able children and to provide more opportunities for children to question why things happen, experience practical problem solving, enjoy using large play equipment and benefit from outdoor activities. Staff now ask children clear questions to engage them in conversation, make them think and extend their learning. They have

developed a system to plot the next steps in the children's learning and ensure children work toward them helping all make good progress. Children explore freely and sometimes take items apart to find out how they work. They solve number problems in games and extend their physical skills as they use the large climbing frame and slide. The garden is often used for a range of outdoor activities which the children enjoy.

### **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.

## **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 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):

- request written parental permission to the seeking of any necessary emergency medical advice or treatment
- request that parents sign the record of the administration of medicines.

#### **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):

- provide further opportunities for children to link sounds to letters.

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](http://www.ofsted.gov.uk)