

Beehive Pre-school

Inspection report for early years provision

Unique Reference Number 108439
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Inspector Elizabeth Juon

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Registered person Beehive Pre-School

Type of inspection Integrated

Type of 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 outstanding.

WHAT SORT OF SETTING IS IT?

Beehive Pre-school registered in the 1980s. It is a committee run group situated in Maidenhead.

A maximum of 24 children may attend the pre-school at any one time. The pre-school is open each weekday from 09.15 to 12.00 term time only. All children share access to a secure outdoor play area.

There are currently 34 children aged from two to under eight years on roll. Of these, 33 children receive funding for nursery education. Children come from the local and surrounding area.

The pre-school employs five staff. All of the staff, including the manager, hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children develop an understanding of healthy practices through good routines, such as bringing their own fruit for snack each day and helping to wipe the tables prior to use. Being part of the tidying process raises children's self-esteem and they enjoy being helpful. While clearing some activities away, staff continue to work directly with the children asking them to monitor the level of water in the bucket as the water tray is emptied. Children are forming good personal hygiene habits and learning the importance of ensuring their hands are clean before eating.

Children are active and develop a positive approach to exercise through regular opportunities for outdoor physical play. Children try out new skills but seek adult support when needed. They manoeuvre bicycles and scooters and swing their hips to control hula-hoops. Children develop an awareness of space as they avoid each other and improve coordination and control of their bodies. Children competently use a range of small equipment including scissors and the computer mouse.

Parents provide snack and packed lunches for children attending the lunch club. The staff request the food provided is healthy and to avoid sweets and peanuts in the packed lunch. This safeguards children's health. Snack time is a social event and conversation is encouraged by staff. The children continue to learn from the simple routines for counting the cups needed and pouring their own drinks. When they have finished the children efficiently clear away and get on with play, this promotes positive behaviour.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming, secure and safe indoor and outdoor environment. The premises present a very appealing atmosphere for the children. Children have space to move freely and great emphasis is given to making sure the environment is organised to aid children's development. The room is skilfully set out into defined spaces, such as reading, creative and role-play areas, enabling children to independently choose from the variety of interesting resources that are in good condition. Children's art work is valued and displayed and this raises their self-esteem. There is ample child-size furniture and children enjoy sitting in the book area to look at books. The outside play area is an asset to the pre-school that children use on a daily basis to boost their learning with a variety of stimulating activities.

The risk of accidental injury to children is skilfully minimised. Staff are extremely vigilant and reduce potential hazards to children and carefully check the setting on a daily basis. Children are safe in the pre-school as the gates and door are locked and the arrival and collection of the children is monitored by staff. Visitors sign-in to ensure children's safety. Children are beginning to learn how to keep themselves safe by taking turns on the equipment and practising the fire drill with staff to ensure they leave the premises quickly in an emergency. Children are able to take risks under the guidance and supervision of staff, for example, going up and down the slide or learning to pedal a tricycle. This provides excitement and challenge for children.

Children are protected because staff understand their role in child protection and are able to put appropriate procedures into practice when necessary. Children are cared for by staff who are vetted and have relevant experience, knowledge and skills. The pre-school has current

procedures for staff to follow should concerns arise about a child in their care. This promotes the importance of children's welfare.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children enter the pre-school enthusiastically and settle very quickly to activities, happy and eager to participate. They are familiar with the daily routines and on arrival find their own drawer by name and picture and store the fruit they have brought for snack. Particularly warm, caring and relaxed relationships are evident between children and staff as they talk and laugh together while playing. Children are given reassurance, praise and encouragement by staff which raises children's self-esteem. Children achieve extremely well and benefit from the staff's ability to balance their time interacting with children effectively at appropriate moments or leaving children to develop their own fun, for example, in the home corner. Staff value each child's individuality and provide activities which meet children's specific needs, helping them to develop their knowledge, skills and understanding at their own pace. Children's care is enhanced by efficient organisation of the daily routine to promote children's wellbeing and support and develop their potential.

Nursery Education

The quality of teaching and learning is outstanding and consistently challenging for children. Children are making excellent progress towards the early learning goals. The pre-school lives up to its name and is a hive of activity. Staff have a secure knowledge of the Foundation Stage and use this well to plan the curriculum. Access to very good resources and interaction from the adults sustains children's interest and successfully enables them to develop their play. Children are allowed to experiment in their own way, in their own time. For example, children choose the items they need to create a model, write a letter or use their imagination in the home corner. The resources are easily accessible and children make independent choices, for example, choosing a puzzle, completing the task and packing it away. Children focus and persevere at the task in hand. The children benefit from the input of a qualified teacher on three days of the week when they sit in small groups and discuss and complete short activities, such as recognising words and linking sounds and letters.

Children have abundant opportunities to develop their creativity and imagination through arts and crafts, role-play and dressing up. Staff provide an environment that reflects the background of the children and the wider community. They are beginning to learn about cultural festivals, such as Hanukah, in planned activities. Children use the computer with confidence each day and learn using a variety of educational games which link to the topic. Children use technology in role-play situations, for example, choosing the periscope and binoculars to have in their submarine. A recent trip on the train provided a wealth of learning opportunities. The children gain experience of transport in the local area and have made replica steam engines of their own design, displaying dexterity using small tools, wood and glue. They recall and discuss where they sat on the train and place pictures of themselves on the train display, using positional language such as in front, behind and next to. The garden is used to its full potential to enable children to gain physical dexterity on the apparatus and also to care and tend for the plants. Children are friendly, helpful and cooperative. They are developing useful social and independence skills and staff act as good role models for the children, for example, sitting with them at the table when they eat.

Skilful and effective use is made of time and resources during the day to include aspects of all areas of learning, giving children opportunity to learn numbers, recognise letters and sounds, enjoy books and sing and dance in a bright and stimulating environment. Staff use a variety of teaching methods to help children learn, being particularly adept at asking questions that make children think. The key workers use an effective system to observe, monitor and record children's achievements in their development files and to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is good.

The staff are conscientious in their efforts to ensure that the individual needs of the children in their care are met. There is an effective key worker system that ensures every child is well known to all members of staff. Staff are skilled in valuing children's contributions and display their work attractively on the walls of the pre-school. Children easily access age appropriate resources provided by the staff and make choices. They have opportunity to learn about differences in cultures through the diverse backgrounds of the children and staff, looking at different festivals and having access to resources which present positive images of society, for example, the small world family. They also learn about helping others, such as giving their harvest festival collection to the elderly in the local community.

There are good quality procedures in place to enable the staff to support children with learning difficulties and disabilities although none currently attend the nursery. Staff continue to access training in this area and maintain close links with other supporting professionals.

Children behave very well. They are beginning to learn what is right and wrong, have good manners, take turns and cooperate. Staff reinforce positive behaviour with praise and encouragement and the consistent use of boundaries. Children are kept busy and involved at all times so they do not become bored or frustrated. Children are beginning to learn valuable social skills, such as sharing. They enjoy each other's company and play together closely, developing relationships. The staff provide good role models by being kind and friendly and children respond well to them. Children's spiritual, moral, social and cultural development is fostered.

Children are cared for by staff who work with parents to meet individual children's needs and ensure they are fully in the life of the setting. Children benefit from the mutually supportive partnership and some parents take an active role in the running of the pre-school as committee members. Parents spoken to at the inspection are very pleased with the care their children receive at the pre-school, saying staff are approachable to talk to about their children at any time. A system is in place to ensure only parents or known carers collect the children and written parental consents ensure the safety and wellbeing of the children. Parents have access to a range of information including the policies and procedures. These are in the process of updating and include a complaints procedure and information on the regulator. However, at present there is no complaints log. Parents attend a variety of events during the year, such as sports day and the summer fete.

The partnership with parents and carers for nursery education is outstanding and contributes significantly to children's learning and development. The staff actively seek parents' views about their children's needs and interests before their child starts at the setting. Parents receive information about the setting and the Foundation Stage curriculum; a newsletter goes out to parents and provides information on topics. Parental involvement in children's education is

actively encouraged, such as taking books home in a shared reading scheme. Staff ensure that all parents know how their children are progressing and developing through verbal exchanges and the use of the development file with photographs of children's achievements.

Organisation

The organisation is good.

The pre-school has had a consistent staff team for several years. This provides continuity for the children and helps them feel confident and secure in the setting. Robust systems are in place for the vetting and recruitment of staff working directly with children. Staff know their roles and responsibilities and effectively implement the routines to give children a broad range of experiences. Children's care and enjoyment is enhanced as the premises are well organised and there is sufficient time for children to complete their self-chosen activities. Indoor and outdoor space is set out to provide appropriate play and learning opportunities for children. Staff deployed at each area consistently interact with the children to give them support and encouragement. Staff attend regular training to update their knowledge and skills to benefit the children.

All the required documentation is in place, with the exception of the complaints record log. An accurate record is kept of staff, children and visitors attending the setting to maintain ratios and keep children safe. The policies and procedures are in the process of a complete update which will ensure all information is current to support children's welfare.

Leadership and management of the provision for nursery education are outstanding. Staff have a broad knowledge of the Foundation Stage curriculum and effectively put this into practice to benefit the children. There is sufficient planning and the activities have a proper focus. The supervisor of the setting leads by example with an enthusiastic and positive approach. There is a positive team ethos in evidence within the pre-school. All the staff are able to use their strengths and talents within the group and provide children with a variety of teaching styles. Staff systematically maintain children's developmental records to a high standard to record children's achievements. These are used to inform future planning to meet children's individual needs. As a result, children are making excellent progress towards the early learning goals. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last Care inspection the provider was asked to ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times and make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.

The provider has made improvements as recommended. All required documentation is available on the premises for inspection and a written complaints procedure is available to inform parents and provide current contact details for the regulator. These measures safeguard children's wellbeing.

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):

- devise a system to record complaints

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

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