

Beehive Day Nursery (Rugby)

Inspection report for early years provision

Unique Reference Number	200505
Inspection date	24 July 2007
Inspector	Jan Burnet
Setting Address	43 Cromwell Road, Rugby, Warwickshire, CV22 5LY
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Registered person	Beehive Day Nurseries Ltd
Type of inspection	Integrated
Type of care	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.

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?

Beehive Day Nursery opened in Rugby in 1999 and was taken over by Bright Horizons Family Solutions in 2006. The premises consist of four playrooms and a sleep room for babies. A secure outdoor area used by all children is at the back of the building. Opening hours are Monday to Friday from 08:00 until 18:00 all year round, with the exception of bank holidays.

A maximum of 59 children aged under five years may attend at any one time and there are currently 110 children on roll. This includes 17 funded three-year-olds and 16 funded four-year-olds.

A total of 22 staff work with the children. Of these, seven are employed on a full-time basis and four work for more than 30 hours each week. All staff are qualified.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is assured because hygiene routines are thorough and because a high priority is given to the nutritional value of their food. Children are learning how to keep themselves healthy and are aware of good practice with regard to hand washing. The risk of cross-infection is minimal because parents are aware that their child should not attend if he or she has a contagious illness or sickness and diarrhoea. Children are protected by a staff team well informed on accident procedures as more than half hold in-date first aid certificates. Training has been requested for all other staff.

The risk to children from unsafe food is very low because food hygiene is addressed well. Children's individual dietary needs are met and meals and snacks are nutritious. Lunch is cooked at a local school and is probed when delivered to ensure that a safe temperature has been maintained. A three-week menu shows a good variety of substantial meals. Parents have been asked for their views on the tea menu and the range of healthy foods provided includes meat and cheese sandwiches, crackers, dips with bread sticks, salad and raw vegetables, fresh and dried fruit. A desert is also provided, examples of which are yoghurt, jelly, banana custard and malt loaf. Fruit is provided at snack-time in the morning. Children enjoy mealtimes as social occasions and in the pre-school room independence is encouraged as children serve their own lunch and a 'rolling' snack is organised so that they can choose when to eat and drink.

Children's emotional well-being is given a high priority. Parents are asked to gradually settle their child so that separation anxiety is avoided. Children in all rooms are happy and settled with staff consistently offering support and encouragement. They enjoy physical play activities on a daily basis and are developing good skills, control and confidence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children enjoy activities in a very welcoming environment. Equipment is safe and in a good condition. Children's independence is developing well as the storage of resources is organised to encourage them to self-select. Risks of accidental injury to children are low because staff are vigilant and potential risks have been identified and addressed inside the building and in the outdoor play area. A staff member is health and safety coordinator and she ensures that risk assessments are reviewed and the fire procedure is practised every month. A safety check list is completed every morning and checks on sleeping children are recorded every 10 minutes. If babies are left awake in cots, staff check them every three minutes. Accident records are monitored by the provider to see if any steps should be taken to avoid hazards.

Children learn how to keep themselves safe. They are aware of the evacuation procedure because they practise it regularly and they explain that, 'we walk inside nursery', 'we don't climb up the dressing-up stand', 'we look and listen when we cross the road, 'the lolly-pop man stops the cars', 'we press the button on the crossing' and 'we don't talk to strangers'. Children's welfare is safeguarded by staff who have a good working knowledge of abuse and neglect and are aware of local referral procedures. A folder, clearly displayed in the entrance hall, contains information on child abuse and clearly explains the risk factors. Child protection training for staff is mandatory and eight have completed training within the last three years. Others are

waiting for places on courses. The Warwickshire Safeguarding Children Board procedures are displayed throughout the nursery.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and enthusiastic in the stimulating environment created by staff. They confidently select resources, readily engage in conversation and they enjoy and get involved in activities. Children achieve well because staff use their knowledge of the 'Birth to three matters' framework and the Curriculum guidance for the foundation stage to provide good quality care and education. Key workers record observations on a daily basis and assessment records identify what children can do. However, some staff are not using assessment to inform planning for individual children and potentially this impacts upon the progress children are encouraged to make towards the next steps in their learning. All children are supported well by staff. In the room for babies under one year, staff ensure that each child receives one-to-one attention. They also encourage babies to explore resources that promote the development of their senses as they reach for bright and colourful toys that make different sounds and have different textures. Older babies, aged under two years, experience a full range of activities to promote learning. Their room is set out with some continuity so that each day they know that they can choose to play with books, domestic and imaginative play and with different materials in a sensory 'pool'. They also enjoy painting, sand and water play. Today a staff member has hidden some toys in the sand and the children are finding them. They are encouraged to name the toys that they find and the staff member promotes colour and shape and counts one to three with the children. Other babies enjoy exploring the treasure box containing metal spoons and dishes and some pretend to be cooking.

At group time children aged mainly two and a half to three years, talk about the weather, join staff in counting the number of children present and count the number of staff. At snack-time they confidently tell the inspector that they are eating apple and pancakes. They are excited because they have a new Brio train track to play with and a staff member is building a large track for them whilst they eat. As they play with the trains, staff talk with children about where their train is going and ask children about the sound that the trains make. Other children play happily with a variety of domestic play resources. One child cuddles her 'baby' and tells a staff member that she is doing this because, 'he is crying'. With good staff support some children are arranging a picnic on a rug for their dolls. Children have daily access to construction toys and resources that promote the development of good manipulative skills.

Nursery Education.

The quality of teaching and learning is good. Three and four-year-old children access a good range of resources, which support their learning across all of the six areas of learning. They are keen to be involved in the variety of activities that meet their needs, either when supported by adults or when playing independently with activities chosen by themselves. Children are imaginative and inquisitive. For example, current role play is a travel agency and children are supported well by staff in looking at brochures to decide where they would like to go and then finding their destination on the map. Children confidently talk on the telephone to their imaginary customers and then write down details on their note pads. One child identifies that she needs to write down a 'W' for Wales. Four-year-old children have developed very good pencil skills and three-year-olds are making good progress. Children make their own passports; they draw a picture of themselves and write their own name inside. Graphics resources are available at all times. Children recognise their names as they select cards at snack time before

sitting at the table to eat. They listen intently to stories and confidently answer questions asked by the reader. Children are learning to speak in turn and listen to others.

Children are learning about healthy eating and the benefit and effects of exercise. On 'sports day' held the day before inspection, they exercised to warm-up and talked about how they felt after they had been running. They follow the leader as they move around the outdoor area, skilfully avoiding other children and toys as they do so, and they develop balancing, steering and pedalling, climbing, catching and throwing skills. Children competently use small equipment and tools as they use a knife and fork to cut their own food at lunch time and have daily access to scissors, pencils, glue sticks, a hole punch, glitter and sticky tape. Outdoor games promote learning across other areas, for example, children throw bean bags on to number cards and then tell the staff member organising the game, which number it has landed on. Older children are able to recognise numerals in to the 'teens' and younger three-year-olds are beginning to recognise numerals to five. Each day children count the number present and more able children count 'one on one' to 18. One child asks to count in Spanish and does so confidently to 10. Children are beginning to calculate. For example, whilst making trains with construction toys they count the number of wheels on each train, they then join two trains together and a staff member supports them in counting the total number of wheels.

Children patiently take turns to use the computer and they are aware that an attached timer gives them an equal period of time. Most children have good control of the mouse and some can select a favourite part of a program. Children enjoy opportunities to explore and investigate within the setting, however, trips outside are very occasional and so they do not have opportunities to find out about the local environment. In their playroom an area of the room is always used for malleable play. Today children tell the inspector that the 'glupe' is sticky as they explore texture and they describe the shapes of the bricks that they are using in it to make circles. Children have mixed porridge and identified the change as they mixed the milk and oats and then heated the mixture in the microwave.

Pre-school staff have a sound knowledge of the Curriculum for the foundation stage and all children experience activities that stimulate and challenge. The range of planned and spontaneous activities is good and routines are well balanced. Children enjoy additional activities provided by visitors to the nursery, for example, ballet lessons, music and movement sessions, 'soccer tots' and sessions with a Spanish teacher. Planning is good and staff continually record observations which are then transferred to assessment records. Weekly planning sheets include sections on, 'individual needs', 'assessment opportunities' and 'evaluation'.

Helping children make a positive contribution

The provision is good.

Children are welcomed and their individual needs are known and are met well by staff. They are encouraged to talk about home and their experiences in order to appreciate and value each others' similarities and differences. They celebrate different religious and cultural festivals through the year and have learned about different wedding celebrations. They develop an awareness of different languages and are currently learning some words in French. A Spanish teacher visits regularly and older children confidently count in Spanish. Children's spiritual, moral, social and cultural development is fostered. They choose from a variety of resources that reflect diversity. All children are valued and included and are supported by staff who have experience of working with parents and other professionals to ensure that they are able to reach their full potential.

Children behave well, play cooperatively and are polite to each other as well as to staff and visitors. Children new to the toddler group find sharing the Brio trains, so that all have a similar number, very difficult to understand. Staff calmly and quietly explain and divert children's attention to avoid conflict and tears. Children respond very positively to staff who ensure that behaviour is managed with the use of praise because children's self-esteem is given a high priority. The nursery 'Golden Rules' are promoted throughout the nursery and the older children identify these as 'we are kind', 'we share', 'we do good sitting and good looking and listening' and 'we use our quiet voices in nursery'. Staff are consistent in their management and are good role models.

The partnership with parents and carers is good. Consistency of care for children and working together to ensure that all children reach their full potential is given the highest priority. Written and verbal communication is very good. Information on the Curriculum for the foundation stage is clearly displayed. The six areas of learning are explained and photographs show examples of activities. Parents' evenings are arranged in October and March. A questionnaire is given to them asking how they think their child has benefited from being in the nursery, what they have noticed their child learning, any comments and what they would like their child to learn next. An Individual Learning Plan is then agreed by the parent and key worker. Newsletters are sent out each month and information on learning is included.

Organisation

The organisation is good.

The provider ensures that children's care and education are promoted by qualified and experienced staff. Resources and activities are easily accessible to all children and they are encouraged to become independent learners. Children's welfare and care are supported with staff implementation of the setting's policies and procedures. Children benefit from the commitment of staff to improve their knowledge and skills. Procedures for recruitment, selection and induction are clear and appraisal links to training and development needs. Legally required documentation is in place and is kept-up-to date and in good order.

Leadership and management of early years education is good. The manager is part of the childcare team and all work well together. A Bright Horizons regional manager visits the nursery each month to share information with the nursery manager and to observe and discuss practice. Communication is good. All staff are qualified, 10 to level three, and the manager and deputy are working towards a level four early years qualification. Key workers for pre-school children demonstrate a good awareness of the Curriculum guidance for the foundation stage and work well to support children at different stages of development. Resources meet children's needs and activities are well planned by the team. Key issues raised at the last inspection have been addressed and staff monitor and evaluate care and education when they regularly meet together and when they seek advice and support from an advisory teacher and local authority development workers. The Quality Counts accredited quality assurance scheme was achieved in 2004.

Overall, children's needs are met.

Improvements since the last inspection

At the time of the last care inspection the provider was asked to ensure that any damaged toys are removed from play immediately and ensure that staff actively encourage all children to access the full range of resources. These two recommendations have been satisfactorily addressed because any broken toys are immediately removed and staff challenge any

stereotypical behaviour with regard to resources that boys and girls choose to play with. The provider was asked to ensure that behaviour is handled consistently and clearly. This has been addressed with the introduction of 'Golden Rules' that are promoted by all staff and has been reinforced during 2007 with the implementation of the organisation's 'Policy on Providing Positive Guidance'. This identifies that staff are required to create a 'yes' environment that encourages children's positive behaviour, identifies the importance of modelling appropriate behaviour and encouraging children to build feelings of self-worth, and encouraging behaviours such as cooperating, helping, negotiating and problem solving. As required, the child protection policy now includes the procedure to be followed in the event of an allegation being made against a member of staff.

At the time of the last nursery education inspection the provider was asked to make greater use of the outdoor area to promote children's imaginative play and their understanding of the natural world and to improve the organisation of space and resources to enable a more balanced curriculum to be offered. The current provider is supporting pre-school staff in developing the outdoor area and plans show that when areas of shrubbery are cleared there will be a nature area, sand pit and a quiet area. A 'free-flow' choice of indoor and outdoor play is not possible because pre-school children access the outdoor area through toddler and baby rooms. However, when outside staff, ensure that children can choose to play with imaginative play materials, chalk, paint, graphics resources and water play. Space within the pre-school room is organised effectively to ensure that all areas of learning are promoted.

Complaints since the last inspection

In February 2007 Ofsted received a concern relating to National Standard 11 (behaviour). Ofsted carried out an unannounced visit to the setting to investigate under National Standards 1 (suitable person), 11 (behaviour), 12 (working in partnership with parents and carers), 13 (child protection) and 14 (documentation). The result of the visit was that the provider was not meeting the National Standards and actions to improve were issued. The provider was required to develop staff's awareness of effective ways of managing behaviour, implement the child protection procedures which are in place, keep a record of complaints, make records available for inspection at all times and to inform Ofsted of any significant incidents. Within one month Ofsted received a satisfactory response to the actions and the provider remains qualified for registration.

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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 systems for using observation and assessment to plan the next steps for all children's play, learning and development.

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 opportunities for children to explore the local environment.

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