

Beehive Nursery (Kenilworth)

Inspection report for early years provision

Unique Reference Number	200507
Inspection date	25 September 2007
Inspector	Myra Lewis
Setting Address	Beehive Hill, Kenilworth, Warwickshire, CV8 1BW
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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 Nursery, Kenilworth is run by Bright Horizons Family Solutions Limited who have day care facilities throughout England, Scotland and Wales. The nursery was registered in 1998 and with the current organisation since 2006. It is situated on the outskirts of Kenilworth, Warwickshire. It is based in an old school building. The baby unit is based in the adjoining house, which has recently been extended. All children share access to a fully enclosed outside play area.

A maximum of 67 children may attend at anyone time. The nursery is open each weekday from 08:00 to 18:00 all year round. Children attend a variety of sessions. There are currently 125 children on roll. Of these, 27 children receive funding for nursery education. The setting can support children with learning disabilities and/or disabilities and those who speak English as an additional language.

There are 25 full and part-time members of staff who work with the children. Of these, over half have relevant early years and teaching qualifications. Two staff are currently working

towards a recognised early years qualification. The nursery receives support from the local authority advisory teacher and has achieved a recognised Quality Assurance award in 2006.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Good personal hygiene is positively promoted within the setting through effective daily routines. Staff explain to children the importance of hand washing after toileting and before eating. Children are provided with liquid soap and paper towels and staff use an appropriate cleansing gel, which helps minimise the risks of cross-infection. Children are learning to be independent and develop their self-help skills, with positive support from staff when needed. Appropriate nappy changing routines are in place. Staff consistently use suitable protective clothing when changing young children's nappies to sustain high levels of hygiene.

Children have many opportunities to play outside. They have easy access to a suitable range of outdoor toys and resources. For example, they learn how to manoeuvre wheeled toys safely, practise their climbing and balancing skills using the static climbing apparatus. Children are protected from the effects of sunlight by the provision of a moveable sun canopy. Staff bring activities outside for children, for example, books, sand and water play. Therefore, children benefit from plenty of exercise and a variety of different activities whilst being outside in the fresh air. All children are taken on regular walks within the local area.

Babies and young children are able to rest and sleep according to their respective needs. Staff acknowledge their individual sleep patterns and offer children comfort and reassurance as they are put down to sleep. Therefore, children settled quickly, safe and secure in their surroundings. Clean bedding is provided for each child daily.

Children's health is fully maintained because staff have a good understanding of first aid. A designated member of staff has specific responsibility to ensure the first aid box is maintained and replenished as required. A clear sickness policy is effectively enforced so that prompt action is taken if children are ill. Records of all minor accidents and medicines given to children are clearly recorded and acknowledged by parents.

Children are well-nourished through the regular provision of healthy meals, snacks and drinks. Meals are freshly cooked on the premises each day, reflects healthy food choices and menus are shared with parents. Children enjoy sociable mealtimes and learn good manners. Pre-school children learn how to serve their own meals and pour their own drinks which further encourages their independence and self-help skills. All aspects of children's individual dietary requirements are discussed and agreed with parents. Information is shared with staff about children's dietary needs, their likes, dislikes and preferences.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and welcoming environment. They move freely and safely around the play rooms and settle easily to their chosen activities. Prompt action is taken to minimise any potential hazards through risk assessments of all areas. However, some fireguards are cluttered and not fully secure which potentially compromises children's safety.

Children have access to a broad range of safe, age-appropriate toys and resources. All toys, resources and equipment are suitable for their purpose and meet safety standards. The recently extended baby unit has been enhanced through the purchase of good quality furniture and equipment to support children's ongoing development. Toys and resources are routinely checked and cleaned, and any broken toys discarded. Staff have a good understanding of the settings health and safety procedures therefore children's well-being is actively promoted.

Children are kept safe from harm through good adult supervision who reinforce safety messages. Therefore, children are becoming aware of the boundaries in place to keep them safe. There are clear procedures in place to ensure the safe arrival and collection of children. Attention to fire safety is good. There are regular fire drill practises with the children and fire equipment is checked on an annual basis.

Children are fully safeguarded because staff have a clear understanding of their role and responsibilities with regard to protecting children in their care. They understand the importance of sharing and reporting any concerns they may have and know who to contact should they be concerned. This information is shared with all parents so that children's well-being is clearly protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from a broad and interesting range of activities. Staff plan a positive learning environment using the 'Birth to three matters' framework and Foundation Stage Curriculum to support children's learning effectively. Children are happy and eager to learn. They form close, trusting relationships with staff that get to know them very well and their interaction is good. Staff listen to and value what children have to say, they talk with them about what they are doing and support their play purposely.

Babies are cared for in a homely environment and receive lots of individual attention as staff spend time holding, talking and playing with them. There are lots of soft toys, activity centres and musical toys that they can access easily. Babies develop their senses by feel and touch and their early physical skills are supported as they begin to crawl and stand up. The younger children respond well to the stimulating environment and participate in a good variety of different play opportunities. For example, chalking, painting, collage, puzzles and construction. They also enjoy weekly visits from the music man who encourages them to sing along with him. They are learning to use and handle books appropriately and share books with familiar adults.

Nursery Education

The quality of teaching and learning is good. Staff work well as a team to promote the learning outcomes for children. They plan a wide range of stimulating activities linked effectively to the early learning goals. Staff create a positive learning environment for children. Whilst the learning environment is well-organised and children are purposely occupied, some adult initiated activities do not allow children sufficient opportunity to use and develop their own creative ideas or enable children to display their own work which limits some aspects of their learning. Children's progress is effectively monitored through regular, ongoing observations and assessments which is then used to inform future planning. Staff are sensitive, caring and have trusting relationships with children. Staff act as positive role models and have high expectations of behaviour.

Children are interested and well motivated to learn. They are developing their confidence and will persevere with tasks. They are becoming confident in speaking within a familiar group, engage easily in conversations with adults and other children. They talk about past and present events in their lives, their homes and families. They listen to stories attentively in groups and on a one-to-one basis with staff. Children have easy access to the computer where they are learning to use the 'mouse' to navigate around appropriate software programmes which support their ongoing learning effectively. They use and handle a variety of tools such as brushes, glue sticks and scissors with increasing skill. They have opportunities to practise their early writing and use pencils to write for a purpose. Many children recognise letters of their name and attempt to write their names independently with support from staff.

Children learn about size, shape and colours in their surroundings. They use number to count in activities and routines. They can sort and match colours when building with small bricks and match different shapes and sizes to make comparisons. For example, children talk about the door as being a rectangle shape and a circle is like the sun. The room is rich in print and numbers. At circle time staff use repetition with picture prompts to further children's understanding of numbers and letters. Children practise their writing skills through general play and adult directed activities. They use their imagination during free play sessions, as they play in the role play area and co-operate with each other. Children's physical development is very well supported. They have regular opportunities to play outside and explore their local environment. Children have lots of fun when external providers visit to develop their football skills and interest in music, movement and dance. Therefore, children's learning is effectively supported so that they make good progress in their overall development.

Helping children make a positive contribution

The provision is good.

Children are happy, sociable and secure in their surroundings. Staff provide a good range of activities to support children's understanding of their own culture and those of other people which promotes a positive view of the wider world and increases their awareness of other life styles. For example, children are actively encouraged to learn simple words and songs in Spanish, which they clearly enjoy. Although there are currently no children with learning difficulties and/or disabilities or with English as an additional language on roll, appropriate action is taken to ensure the individual needs of children are met sensitively with good levels of support in partnership with parents and other agencies involved.

Children's spiritual, moral, social and cultural development is fostered. Children are treated with equal concern and their individuality respected as staff work in partnership with parents. They have equal access to all toys and resources regardless of their ability, gender or background. Children are listened to and the staff value what they say which helps them to feel good about themselves and builds their self-esteem positively.

Positive behaviour is actively promoted. Children respond to praise and encouragement and understand the rules in place to promote positive behaviour. Staff act as good role models and use simple strategies to manage children's behaviour effectively. Children learn to share, take turns and show consideration for each other.

Partnership with parents is well-established. Information is shared openly and parents wishes respected. Relevant information is clearly displayed about the service provided that is accurate and up to date. Those parents spoken too stated they are happy with the care and learning of their children and comment on a committed, caring staff team.

Partnership with parents and carers regarding nursery education is good. Children benefit from the open and friendly relationships between their parents and staff. Parents are encouraged to play an active part in children's learning. For example, talking to the children about their different work roles such as nurses and dentists. There are opportunities for parents to discuss their child's progress through daily, informal contact and parents meetings. Therefore, children are fully supported in their learning and development.

Organisation

The organisation is good.

Children are cared for in a friendly and caring environment. They benefit from being cared for by an established staff team who have a clear understanding of the needs of children in their care. Children's health and well-being is effectively promoted because all required documentation is well organised, clearly displayed and shared with all parents and carers. All children's personal care records are stored securely and there are effective systems in place for reviewing and updating information on a regular basis. All policies and procedures required for the efficient management of the provision and to promote the welfare, care and learning of children is accurately maintained.

The leadership and management of nursery education is good. Staff's roles and responsibilities are clearly identified, they work well as a team and plan a good variety of interesting activities to support children's learning and progress working towards the early learning goals. The manager meets regularly with staff to monitor and evaluate practice issues and consultation with parents is ongoing. The setting receive support from the local authority to further develop the nursery education programme to benefit children in attendance.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Care

At the last inspection the setting were asked to: maintain appropriate staff ratios throughout the day; ensure risk assessments for outdoor activities and internal maintenance are maintained; ensure temperatures within each room are adequate.

The provider has taken appropriate action to ensure adequate staff ratios are consistent throughout the day. Staff rotas have been reviewed and greater attention is given to how staff are deployed throughout the setting. The procedure for external outings has been reviewed and forms part of the settings risk assessment process. Internal maintenance jobs are promptly reported and logged in the office for prompt attention. Staff monitor and regulate temperatures in all rooms on a daily and ongoing basis to ensure temperatures in all rooms are adequately maintained.

Nursery education

At the last inspection of nursery education the setting were asked to: refine planning and promote more child led creative activities.

The provider has reviewed the nursery education programme and through discussion with staff now ensures planning shows more clearly the learning intentions for children which are subsequently evaluated and the information gained used to inform future planning.

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 further 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.

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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):

- make sure fireguards are secure and kept free from obstruction

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):

- further develop the learning environment by ensuring children have sufficient opportunities to use their individual creative ideas and enable them to display their own work.

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