

# Beehive Nursery

Inspection report for early years provision

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**Inspector** Sheelagh Barnes

**Setting address** Beehive Nursery, Church Street, Barford, Warwick,  
Warwickshire, CV35 8EW  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Beehive Nursery opened in Barford in 1997 and has now been taken over by Bright Horizons, Family Solutions and so has links to other early years settings. The nursery is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from the former village school premises, which consists of four main areas for the differing ages of children attending and additional facilities including a milk kitchen, sleep room and staff area. There is access for children or parents with disabilities.

A maximum of 52 children may attend the nursery at any one time. The nursery is open each weekday from 8.00 am to 6.00 pm, all year round. It can cater for children with English as an additional language and those with special educational needs and/or disabilities. All children access a fully enclosed outdoor play area and have access to the school playground. There are currently 79 children aged from three months to under five years on roll. Of these, 14 children receive funding for early education. Children come from the local area and many of the surrounding towns and villages, and attend for a variety of sessions. The nursery employs 12 members of staff. Of these, eight hold appropriate early years qualifications and three are currently working towards a qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting meets the needs of children in the Early Years Foundation Stage outstandingly well. The promotion of inclusion is outstanding. The excellent quality of the leadership of the setting ensures that systems are continuously revised and refined and as a result there is excellent continuous improvement.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- consider refining assessment procedures so that an overview of children's progress can more easily be gained, by leaders and managers, including comparative progress of different groups.

## **The effectiveness of leadership and management of the early years provision**

The leadership and management of Beehive Nursery is outstanding. It is reflective and rigorous in its self-evaluations. The aim of all staff has been galvanised effectively to strive continuously to seek to improve the quality of the experiences for all of the children. The steps taken are, therefore, carefully thought through, consistently applied and extremely effective. Equality and diversity are promoted

outstandingly well. Ongoing development of assessment and planning ensures that all areas of learning are covered extremely well. Children's records are of exceptionally high quality. They are very detailed, accurate and kept rigorously. Parents and the children themselves are included in a regular review of each child's progress each few weeks. However, the system has not yet been refined to enable easy overview of the comparative progress of different groups.

The deployment and use of resources has been developed extremely well to enable children to use their own initiative, incorporating a wide range of materials and resources as they build upon their play ideas both in the inside and outside environments. Careful attention is paid to even the smallest detail. For example, well designed and good quality cutlery enables children to make good attempts to feed and serve themselves. Good use is made of local scrap projects to supplement materials for art and craft effectively.

Excellent planning and well thought out routines ensure that babies and young children make excellent progress in all six areas of learning. The development of the range and the variety of resources that are readily accessible to children, include natural and open ended resources, is excellent. Health and hygiene systems are extremely well organised. Safeguarding and safety systems are rigorous and regularly reviewed. Links with parents and other agencies are outstanding and so have a very positive impact on the well being and progress of the children.

## **The quality and standards of the early years provision and outcomes for children**

Children's welfare is given high priority. As a result, all children, including babies, settle quickly and happily because of well planned routines and experiences which are very well matched to their needs. They feel safe and so develop confidence and start to make choices, such as babies selecting from a basket of musical instruments to play and experiment with. Children's behaviour is excellent, because staff all have high expectations and are excellent role models. Children share resources sensibly and treat one another with care and courtesy. They are gaining a good understanding of keeping healthy and safe. They enjoy healthy snacks and lunches. Children learn to cooperate well with adults and with each other.

Toddlers under two learn to start to help themselves, such as trying to roll their own sleeves up before eating. They show consideration for others after lunch, where those who wake earlier from their nap play quietly to avoid waking those who are still resting. Two year olds enjoy singing together and starting to learn the sounds letters in their names make. They help to tidy up with great enthusiasm, including sweeping up sand with a dustpan and brush. Older children develop self-help skills to a high level, serving dinner for themselves and managing to select and clear away equipment.

Throughout the nursery, excellent progress is made in developing language and social skills, because of the consistent emphasis on this area by all members of staff. Children start to learn the sounds letters make and identify where they occur

in their own names. They enjoy singing songs and rhymes and learn to count with confidence. There are many opportunities for children to take part in exciting activities. Children enjoy learning to play football on the safety surface. They create dens in the garden and pretend to be afraid of imaginary characters, squealing and giggling with enjoyment.

They regularly have opportunity to use information communication technology and approach new equipment with open and questioning minds. For example, they swiftly identified an integral mouse on a laptop computer, as having the same function as an ordinary mouse. As a result of the careful and extremely well planned opportunities they make excellent progress in their learning.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met