



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 254590

DfES Number:

### INSPECTION DETAILS

Inspection Date	16/09/2003
Inspector Name	Anne Walker

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Beehive Day Nursery
Setting Address	310 Sneinton Dale Nottingham Nottinghamshire NG3 7DN

### REGISTERED PROVIDER DETAILS

Name	The Committee of Iona School Association
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### ORGANISATION DETAILS

Name	Iona School Association
Address	310 Sneinton Dale Nottingham Nottinghamshire NG3 7DN

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

### Information about the setting

The Beehive Day Nursery opened in 1992 and follows the philosophy of Rudolf Steiner. It operates from a building at the rear of the Bakersfield Community Centre, in the Nottingham suburb of Sneinton. The nursery is part of the Iona School Association, a registered charity.

Children are accommodated in two playrooms, with toilet facilities directly accessible. There is a secure outdoor play area, and access to sensory and bog gardens, a vegetable plot and outdoor story circle.

The facility is registered to provide 38 places for children nought to eight years and admits children from the age of six weeks. Children are grouped in ages up to two and from two to five years. There are 31 on role, including two children in receipt of nursery grant funding. There are currently no children with special needs or who have English as a second language. Children attending the nursery come from Nottinghamshire, Derbyshire and Leicestershire.

Opening times are Monday to Friday 08:00 to 17:45 throughout the year, excluding Bank Holidays and one week at Christmas.

Eleven staff work with the children of whom six hold relevant childcare qualifications appropriate to their post. Some of the other staff are working towards this goal also. The setting receives support from the Nottingham City Early Years Development and Childcare Partnership.

### How good is the Day Care?

Beehive Nursery offers satisfactory care to children. Good adult/child ratios ensure that children have plentiful attention from adults on a one to one basis and in small groups. There is good space within the building for children to play and express themselves. The nursery also has good outdoor facilities that offer a range of opportunities. The Steiner philosophy does not encourage the widest range of play materials, therefore, consideration needs to be given to increasing the provision of

play materials and planning of activities, so that children's own creativity and ideas can be suitably fostered throughout the day. Policies and procedures that are in place are suitable and are understood and applied by staff in a consistent manner. However, there are several procedures to be addressed in order to meet requirements.

Staff have regard to children's safety and maintain good supervision at all times to minimise the risks of accidents. Access to the kitchen and a self-closing door in the baby room require attention to further reduce the risks to children. Information is noted on entry which allows children's individual needs to be addressed and the setting pays good regard to these.

Children and their carers have good relationships. Staff are physically comforting and offer children praise and encouragement. Children are socially competent with each other and their carers. They are able to express themselves when playing imaginatively or when resolving difficulties. Staff create social occasions of snack and meal times.

The nursery has satisfactory relationships with parents which are fostered through an open, friendly approach, where parents feel confident to share information with staff and vice versa. Some aspects of written information and parents access to this, remain to be developed.

#### **What has improved since the last inspection?**

At the last inspection the nursery agreed to develop their existing procedures for checking that staff have been suitably vetted, display their public liability insurance, implement a system to record visitors and ensure that the complaints procedure was updated to give details of the regulator. The nursery now has satisfactory systems for ensuring staff have been suitably vetted and for recording visitors to the premises, demonstrating that they take suitable steps to safeguard children. They display their public liability insurance for parent's information however, the complaints record remains to be updated to include Ofsted's details.

#### **What is being done well?**

- Staff promote the health of children through consistent good hygiene practice. They ensure areas the children use are clean and that toilet areas have all necessary facilities such as soap and paper towels. Staff develop children's awareness of good hygiene through daily routines such as hand washing before meals, so that children are developing good independence skills in this area.
- The provision of nutritious and balanced meals is a high priority for the nursery. All meals are home cooked on the premises including the bread that children eat. Children take part in bread making and take their own bread home to share with family. Good account is taken of children's individual dietary needs and the cook meets with all new families to ensure that parents wishes and the children's needs are fully complied with.

- The staff work consistently and have a positive approach to helping children learn to deal with a range of emotions and feelings. They demonstrate skill in enabling children to find constructive solutions to disputes, and encourage children to articulate and express feelings with each other in a helpful way.

#### **What needs to be improved?**

- the provision of play equipment and activities to ensure the developmental needs of children can be met;
- the procedures; for recording medication administered to children, for emergency evacuation of the building in the event of a fire or accident, if a parent fails to collect a child and to inform parents about babies' food intake;
- planning for the under two's to ensure a wider and varied range of activities are regularly provided and that daily routines have regard to the needs of older children during rest times;
- the safety of children in relation to access to the kitchen from the 2 - 5's room and the self closing door in the baby room.

#### **Outcome of the inspection**

Satisfactory

#### **CONDITIONS OF REGISTRATION**

*All registered persons must comply with all conditions of registration included on his/her certificate of registration.*

*As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.*

#### **WHAT NEEDS TO BE DONE NEXT?**

<b>The Registered Person must take the following actions by the date shown</b>		
Std	Action	Date
5	provide a suitable range of toys and activities, in order to meet the developmental needs of children from birth to under eight years.	03/11/2003
14	ensure appropriate records are maintained with regards to medication administered, a procedure to be followed in the event of a fire or accident and if a parent fails to collect a child.	03/11/2003

**The Registered Person should have regard to the following recommendations by the time of the next inspection**

Std	Recommendation
3	plan appropriately for the under two's to ensure a wider and varied range of activities are provided.
6	improve safety to ensure that children cannot gain access to the kitchen and with regard to the self-closing door in the baby room.
9	ensure that daily routines are appropriate for older children with regard to rest times.
12	develop daily records of babies' food intake for parents.

## INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

### How effective is the nursery education?

Beehive Day Nursery offers acceptable nursery education, but children's progress towards the early learning goals is limited by some significant weaknesses. Children make generally good progress in Personal, Social and Emotional development, Physical and Creative development.

Teaching has significant weaknesses. Staff lack knowledge of the early learning goals, and how to combine these effectively in line with the nursery's Steiner philosophy. Staff lack confidence to deliver learning through play and miss opportunities to consolidate children's learning. Staff do not plan the activities or maintain records of children's development. Therefore, staff are not working systematically to help children make progress. The poor use of time and limited resources leads to the older children having insufficient stimulation, particularly whilst younger children are resting. Staff generally have good relationships with children and they are skilled in building children's confidence and self worth, enabling them to feel motivated and ready to learn.

Leadership and management is generally good. However, key staff and management changes over recent months has made an impact on staff accessing training and the effective support of staff in their day-to-day practice. The new management team have acted swiftly to identify weaknesses and have begun to implement improvements. They have sought advice and support from relevant professionals.

The nursery's partnership with parents has significant weaknesses. Staff have an open, friendly approach and inform parents of day-to-day events. However, parents receive no written information about the educational ethos, the foundation stage, the curriculum, or their child's achievements and progress. There are no systems in place to enable parents to share information about their child, nor suggestions for how they can be involved in their child's learning at home.

### What is being done well?

- The staff promote children's self esteem and confidence well. Children have a developing awareness of their own needs and feelings, which they can articulate with their peers and their carers. They are sensitive to the needs and feelings of others.
- Children have good language skills. They can express their ideas and feelings and describe real and imagined experiences. They confidently use language to interact and talk with their peers and carers; staff facilitate this well.
- The new management team have a committed approach to supporting and developing staff skills. They have worked hard in a short space of time to

identify weaknesses and have developed strategies to improve the quality of the provision.

**What needs to be improved?**

- Staff's knowledge of the early learning goals and how these are compatible with the Steiner philosophy of education.
- The planning of the curriculum to ensure that activities are meaningful and address children's developmental needs, especially in relation to Language and Literacy, Mathematical Development and Knowledge and Understanding of the World.
- Systems of assessing children's progress to ensure that staff are able to identify and plan for children's next steps in learning, building effectively on what they already know and can do.
- The provision of a wider range of resources to engage children's interests and promote learning in all areas of the curriculum.
- The partnership with parents, so that parents are more informed about the educational provision, the curriculum and their children's progress, and have increased opportunities to be able to contribute and input into their child's learning and development while at the nursery.

**What has improved since the last inspection?**

Not applicable.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are secure and happy and interact confidently with other children and their carers. They contribute to discussions in small and large groups, sharing their views, while being sensitive to others, and are developing a good awareness of the consequences of their words and actions. Their independence skills are generally good, but they do not have adequate opportunities to extend these, nor develop their own ideas, through daily routines or by selecting their own resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Significant Weaknesses
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Children have good language skills. They can express their ideas and feelings and describe real and imagined experiences. They negotiate with other children whilst developing games. Children enjoy books and are able to listen attentively to stories. However, they do not have adequate opportunities to develop pre-writing skills such as mark-making, or to develop their understanding of letter sounds and names through a wide range of regular activities.

### MATHEMATICAL DEVELOPMENT

Judgement:	Significant Weaknesses
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Children show interest in numbers and counting. They join in with number rhymes and songs, recognising numerals and sequencing numbers spontaneously during play. Some children can count to 10. Children use some mathematical language to describe size and position. They do not currently learn how to compare numbers, recreate patterns or solve mathematical problems through a range of activities, resources and daily routines.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Significant Weaknesses
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Children explore objects and materials. They enjoy building and join pieces together to form simple structures. Older or more able children do not extend these skills by designing and making things using a wide range of materials. Although the children use the outdoors, this is not reflected in their knowledge and awareness of the natural world and the features of the place in which they live.

### PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children use climbing equipment with confidence and skill. They climb up and jump off, landing appropriately and safely. Children have respect for everyone's personal space, judging this accurately, so that they can move safely and independently whilst working alongside each other. They do not regularly construct with large materials, nor catch and throw. They use tools such as crayons and brushes appropriately and demonstrate co-ordination and skill when completing jigsaws.



<b>CREATIVE DEVELOPMENT</b>	
Judgement:	Generally Good
Children can differentiate colours and articulate what happens when they mix them together. They use these skills to express individual ideas when painting. They enjoy and sing simple songs from memory, and explore sounds using their voices. Children have a good awareness of all their senses, and use their bodies and speech expressively. Their role-play skills are not fully fostered through the current resources, nor is their learning in this appropriately supported.	
<b>Children's spiritual, moral, social, and cultural development is fostered appropriately.</b>	

## **OUTCOME OF THE INSPECTION**

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

## **WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES**

- improve staff's knowledge of the early learning goals and the Steiner philosophy so that they have sufficient knowledge to deliver a suitable curriculum in all six areas of learning;
- develop planning and assessment systems so that all aspects of the curriculum are addressed and opportunities are planned to consolidate children's knowledge and to account for their next steps in learning;
- improve the use of resources in all areas of the curriculum to engage children's interests and to promote opportunities for learning;
- improve the partnership with parents in relation to the sharing of information about what their children are learning and their progress towards the early learning goals. Develop opportunities for parents to contribute to their child's learning.

*The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.*

## **SUMMARY OF NATIONAL STANDARDS**

### **STANDARD 1 - SUITABLE PERSON**

*Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.*

### **STANDARD 2 - ORGANISATION**

*The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.*

### **STANDARD 3 - CARE, LEARNING AND PLAY**

*The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.*

### **STANDARD 4 - PHYSICAL ENVIRONMENT**

*The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.*

### **STANDARD 5 - EQUIPMENT**

*Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.*

### **STANDARD 6 - SAFETY**

*The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.*

### **STANDARD 7 - HEALTH**

*The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.*

### **STANDARD 8 - FOOD AND DRINK**

*Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.*

### **STANDARD 9 - EQUAL OPPORTUNITIES**

*The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.*

### **STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)**

*The registered person is aware that some children may have special needs and is*

*proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.*

#### **STANDARD 11 - BEHAVIOUR**

*Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.*

#### **STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS**

*The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.*

#### **STANDARD 13 - CHILD PROTECTION**

*The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.*

#### **STANDARD 14 - DOCUMENTATION**

*Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.*