



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 103783

DfES Number: 521752

INSPECTION DETAILS

Inspection Date	19/11/2004
Inspector Name	Margaret, Ann Sandfield

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Beehive Playgroup
Setting Address	Bush Road Cuxton Rochester Kent ME2 1EY

REGISTERED PROVIDER DETAILS

Name	The Committee of Beehive Playgroup
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ORGANISATION DETAILS

Name	Beehive Playgroup
Address	Cuxton Infants School Cuxton Rochester Kent ME2 1LU

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

Beehive pre-school is a committee run group. It opened in 1990 and operates predominantly from one room in a mobile previously used by the school for their reception class. It is situated in the centre of the village of Cuxton on part of the school premises.

A maximum of 23 children may attend the pre-school at any one time. The pre-school opens each weekday from 09:00 to 11:45 five days a week and 12:45 to 15:15 Monday, Wednesday and Thursday, school term time only. All children share access to a secure enclosed outdoor play area.

There are currently 45 children aged from 2 to under 5 years on roll. Of these 30 children receive funding for nursery education. Children come mainly from the village of Cuxton and surrounding villages. The pre-school currently supports one child who has English as an additional language.

The nursery employs 6 staff. Four of the staff, including the manager hold appropriate early years qualifications.

How good is the Day Care?

Beehive pre-school provides a good standard of care. Children are confident, independent, happy and relate well to staff and each other.

Staff plan and provide the necessary facilities and a stimulating range of activities and play opportunities, which develop children's emotional, social, physical and intellectual capabilities well. The premises are safe, secure, suitable for their purpose and are welcoming to children. They have good access to a wide range of toys, resources and equipment that are of a suitable design and condition, well maintained and conform to safety standards.

Staff take positive steps to promote children's safety within the setting and ensure proper precautions are taken to prevent accidents. They promote the good health of

children and follow procedures to prevent the spread of infection.

Parents demonstrate they are extremely happy with the standard of care their children are receiving. They are given clear information about the provision including policies and procedures and information about how staff plan and provide care and educational experiences for their children. Parents and staff share all relevant information to enable children to have their needs met in accordance with parents' wishes

What has improved since the last inspection?

This is the first inspection since the post transitional inspection where there were no actions or recommendations recorded.

What is being done well?

- Suitable arrangements are in place to protect children from persons not vetted. Staff are deployed effectively and are vigilant about children's safety at all times. There are effective systems in place for the safe arrival and departure of children. Fire safety notices are clearly displayed.
- The premises and outdoor play area are safe, secure, clean, warm and suitable for their purpose.
- Good use is made of staff, space and resources enabling children to choose confidently from the range and move freely and safely from one activity to another. Staff provide furniture, equipment and toys that are appropriate for their purpose and help to create an accessible, safe and stimulating environment for children, which promotes their learning in all areas.
- There are good procedures in place in the event a child is sick or when there is an accident and staff are actively encouraging good health and hygiene practices.
- All children are actively included and their differences acknowledged.

What needs to be improved?

- the effective storage of toys and resources to prevent them impinging on children's play space.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There have been no complaints recorded by Ofsted since 01/04/2004

Outcome of the inspection
Good

CONDITIONS OF REGISTRATION
<i>All registered persons must comply with all conditions of registration included on his/her certificate of registration.</i>
<i>As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.</i>

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection	
Std	Recommendation
4	Ensure the effective storage of toys and resources to prevent them impinging on children's play space.

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

How effective is the nursery education?

The provision is acceptable and of a high quality overall. Children are making very good progress towards the early learning goals.

The quality of teaching is very good. Staff know children well and have a secure understanding of how children learn and the early learning goals. The teaching methods challenge children and enables them to learn effectively. There are very good relationships within the group and staff work extremely well together. They plan effectively, which is supported by a wide range of good quality indoor resources. However, children do not have opportunities to be fully independent.

Leadership and management is very good. They are happy to delegate tasks and as a result work very well together as a team. The staff team appear knowledgeable and well motivated, which impacts positively on the children's play experiences and ensures they are happy, confident, interested, enthusiastic and involved in their play.

Partnership with parents is very good. Staff place a great deal of emphasis on working in partnership with parents, actively seeking parents views and encouraging them to share knowledge of their children's needs. They provide very good information about the provision including evidence on how activities relates to the early learning goals and the experiences their children are receiving.

What is being done well?

- Staff use very good questioning skills and as a result children are developing language skills well. Children respond to experiences and are enthusiastically asking questions, taking turns to speak, expressing views and communicating their thoughts and ideas confidently, during very well planned small and large group activities.
- Staff have clear boundaries for behaviour and are good role models. As a result children's behaviour is exemplary.
- Children choose confidently from a wide range of quality indoor resources and move freely from one activity to another.
- Children are given regular opportunities to understand that people have different needs, views, cultures and beliefs which need to be treated with respect, through a variety of themes and topics and stimulating multi-cultural posters e.g. Thanksgiving and Divali.
- Children show a good use of books and many can expertly re-tell narratives. They are given many opportunities to understand that print can be used for a variety of reasons through the good use of word labels on objects, resource boxes, posters and on various craft displays.
- Children have numerous opportunities to count and compare numbers to two

groups of objects. They compare shape, position, size, and quantity through the varied range of resources and develop mathematical ideas and methods to solve practical problems e.g. Brio building skills activity.

- Children have experiences of routine activities that encourages them to compare similarities, differences, patterns and change e.g. weather chart and calendar time.
- Children have opportunities to use quality tools and equipment.
- Children recite simple action rhymes and match to movement from memory with enthusiasm.
- Children are given opportunities to listen to classical music through an innovative use of resources to signal its tidy up time and during tidy up time.
- Children are regularly actively involved in a creative craft and art activities.

What needs to be improved?

- the opportunities to experience quality play on large apparatus on a regular basis
- the information to parents of how they can access the pre-schools hard copy of their last educational inspection report.

What has improved since the last inspection?

The provision has strengthened their partnership with parents by providing them with written information about the playgroup, recorded in the prospectus. It covers all basic information.

The provision have in place all policies and procedures as per requirements.

The up-dating of record keeping in line with the early learning goals. They use Medway early years record keeping pack, which consists of:

- a) initial formative development record
- b) records of observations of individual children that links in with the early learning goals and in turn influences the children's individual learning plans for the next stage
- c) transition and transfer records that are reviewed by parent's and are then given to the primary school the child is moving on to.

They have also created individual 'all about me' books used to gather developmental information in all six areas of learning.

As a result children's progress towards the Early Learning Goals can be clearly be identified and recorded.

However, the parent's are directed to the web site to access their last inspection

report and no references is made to the group having a hard copy of this report for all parent's to access.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Staff are very sensitive to the needs of the children and know them well. As a result children are confident, interested, enthusiastic and are entirely involved in their play and learning. Children choose between activities and select resources for themselves. Children have very good opportunities to learn that people have different needs, views, beliefs and cultures on a regular basis. Children demonstrate a very good understanding of agreed codes for groups working together harmoniously.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children communicate well as a result of the high level of adult to child interaction. They are given meaningful opportunities to extend their language through good use of questioning techniques during everyday practical play opportunities. Children are actively encouraged to communicate their thoughts and feelings and explore new ideas. They are given opportunities to understand that print can be used for a variety of reasons by providing practical and formal opportunities and visual displays.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children have many practical opportunities to learn to recognise and say number names in everyday activities, with many children counting up to eight confidently. There were many practical opportunities to use mathematical ideas to solve problems and compare shape, position, size, and quantity through a varied range of play opportunities and resources. Staff use appropriate questioning techniques, naturally building on what children know.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children extend their understanding in this area through the provision of a stimulating range of practical topic activities and resources. They talk very confidently and enthusiastically about events in their own lives and those of others during practical play. They experience a variety of topics and activities, knowledgeably comparing similarities, differences, patterns and change. They have excellent opportunities to practice building and construction skills.

PHYSICAL DEVELOPMENT	
Judgement:	Very Good
Children are provided with a wide variety of quality tools and equipment and as a result they are developing their manipulative and co-ordination skills well. They handle a variety of objects, construction and malleable materials safely and with increasing control. There are few opportunities to experience quality play on large apparatus on a regular basis. However, children move around confidently, safely, in control and co-ordination. They are given opportunities to learn to stay healthy.	

CREATIVE DEVELOPMENT	
Judgement:	Very Good
Children explore a variety of media during practical activities and when actively involved in various well resourced creative craft and art work. They recite simple action rhymes to movement with enthusiasm, confidence and interest. They are provided with good experiences to explore, express and communicate ideas using all senses as a result they communicate ideas confidently.	

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no significant weaknesses to report, but consideration should be given to improving the following:
- ensure children have opportunities to experience quality play on large apparatus on a regular basis
- ensure information to parents is readily available concerning how they can access the hard copy of the pre-schools last educational inspection report.

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.