



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 200508

DfES Number: 580126

### INSPECTION DETAILS

Inspection Date 09/12/2004  
Inspector Name Janet Ann Keeling

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name BEEHIVE NURSERY (SOUTHAM)  
Setting Address ST JAMES ROAD  
SOUTHAM  
WORKS  
CV35 0LY

### REGISTERED PROVIDER DETAILS

Name The Beehive Day Nurseries

### ORGANISATION DETAILS

Name The Beehive Day Nurseries  
Address St. James Road  
Leamington Spa  
Warwickshire  
CV47 0LY

## ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public 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 at Southam opened in 1996. It operates from part of a former school building in the centre of the town of Southam. The premises are all on ground floor level, with separate areas for babies, toddlers and pre-school children. There is also a sleep room, two sets of children's toilets, separate staff facilities and a kitchen. They also have an enclosed outdoor play area with access to an indoor hall in wet weather. The midday meal is cooked at the nearby primary school. The nursery serves the town and villages from the surrounding rural area.

There are currently 55 children from 6 weeks to 5 years on roll. This includes 13 funded 3-year-olds. Children attend for a variety of sessions during the week. The group are able to support children who have special needs and who speak English as an additional language.

The nursery opens 5 days a week all year round. Sessions are from 08.00 until 18.00.

There are ten staff who work with the children, some on a part time basis. Over half the staff have early years qualifications to NVQ level 2 or 3. Some staff are currently working towards a recognised early years qualification. The setting receives the support of an advisory teacher from the Early Years Development and Childcare Partnership (EYDCP).

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

### **How effective is the nursery education?**

The provision for nursery education at the Beehive Day Nursery, Southam is of high quality. Children are making very good progress towards the early learning goals in the six areas of learning.

The quality of teaching is very good and contributes effectively to the children's progress towards the early learning goals. Staff plan a wide range of interesting and stimulating activities which promote children's learning and development in all areas. Staff are calm, patient and provide excellent role models, they provide a learning environment which emphasises caring, co-operation and sharing. Staff have high expectations for good behaviour, and intervene appropriately to support children who learn less quickly. Staff use open ended questions to challenge and extend children's learning. Planning is good and is linked to the six areas of learning. Staff regularly assess and record children's progress towards the early learning goals.

Leadership and management is very good. Strong leadership provides excellent support and guidance for staff. Staff work effectively as a team and are clear about their roles and responsibilities. Managers are fully committed to improve the quality of the educational programme and to provide ongoing training and development for all staff. Effective systems are in place to monitor and evaluate the quality of teaching and planning. Support and advice is accessed through the teacher/mentor.

The partnership with parents is very good. Parents are made to feel welcome through personal contact each day, they receive good quality information about the nursery, and are kept up-to-date with their child's progress and achievements. Regular meetings, newsletters and notice boards keep parents fully informed about activities, routines and nursery events. Parents' evenings compliment the effective partnership between parents and staff. Parents speak confidently and knowledgeably about the setting and are actively involved in their child's learning.

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

- Staff work confidently together to provide interesting and worthwhile activities which enable children to make good progress and to build on knowledge and skills already acquired.
- Children's personal and social development is very good, children are enthusiastic, confident, eager to learn, express their own feelings and manage their self care needs well.
- The programme for language and literacy is well planned. Children have many opportunities to speak, listen and represent their own ideas. Children learn in an environment which is rich in print, and where children's early writing skills are effectively fostered.

- Behaviour is good due to the consistent and caring management of the children. Children are learning to co-operate, share, take turns and show consideration for each other.
- Leadership and management are well established and have a very positive impact on children's learning and progress.
- The partnership with parents is very good and is effective in helping children achieve the early learning goals.

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

- the planning, to ensure it demonstrates how more able children in the group will be challenged.

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

Since the last inspection, the setting has made very good progress in addressing the three points for consideration.

The setting was required to, develop a manageable method of planning which takes into account all the early learning goals, continue to develop staff's knowledge of special educational needs and further develop parental contributions to the assessment process.

Planning is now manageable, detailed and is clearly linked to the stepping stones and early learning goals. The setting has an on-going programme for staff training and development, which includes special educational needs training for all staff. Parents are now encouraged to participate in their child's assessments, the format for the end of topic reports has been developed, and, now includes a section for parental comments and feedback.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, work well in groups and independently. Children have a positive attitude to learning and respond enthusiastically to a wide range of activities. Children have developed excellent relationships with staff and their peers. Children's behaviour is very good, they learn to share, take turns and show consideration for each other. Children express their feelings and talk about their families and homes, as they participate in circle time and during snack and mealtimes.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children engage easily in conversation with each other and adults, they listen attentively during story time. Children are shown how to handle books and use them appropriately. Many three-year-olds can write recognisable letters, correctly formed. Children learn how print carries meaning through clear labelling of displays, storage areas and recognition of their own name. During group discussion time children participate enthusiastically, they recall past and present experiences.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children use number as part of everyday routine, most children can count up to ten and beyond, during their Spanish lesson, many children can count to five in Spanish. Children are familiar with a wide range of number songs and rhymes. Children's understanding of mathematical terms which describe shape, position, size and quantity is developing. Children name shapes such as circles and squares, and describe the size and position of objects as they engage in both in and outdoor play.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children learn about the natural world and are developing an understanding of living things, as they feed the birds, grow seeds and take regular walks around the local community. Children build and construct with a wide range of objects, they use cutting and joining skills when engaged in art and craft activities. Children have access to a computer to support their learning. Children learn about their own and other cultures as they celebrate, Diwali, Christmas and Chinese New Year.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show good control and co-ordination as they move confidently around the nursery and whilst playing outdoors. Children use space sensibly and are aware of others as they participate in music and movement, ballet and football skills sessions. Children are developing their throwing, balancing and jumping skills through well planned activities, such as hopscotch. Children develop their fine co-ordination effectively through using malleable materials, scissors and writing materials.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children engage in a wide variety of activities and use a good range of resources to explore colour, texture, shape and form in two and three dimensions. Children respond in a variety of ways to what they see, hear, smell, touch and feel. Children use their imagination through activities such as, free painting and role play. Children enjoy music and explore sound effectively through singing, using musical instruments and through participation in regular sessions with 'Keith' the music man.

**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:*

- Point for consideration: further develop the planning, to ensure it demonstrates how more able children will be challenged.

*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.*