



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 108439

DfES Number: 520876

### INSPECTION DETAILS

Inspection Date 12/11/2003  
Inspector Name Maggie Ferris

### SETTING DETAILS

Day Care Type Sessional Day Care  
Setting Name Beehive Pre-school  
Setting Address The Hut  
Holmanleaze  
Maidenhead  
Berkshire  
SL6 8AW

### REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee of Beehive  
Pre-School

### ORGANISATION DETAILS

Name The Management Committee of Beehive Pre-School  
Address The Hut  
Holmanleaze  
Maidenhead  
Berkshire  
SL6 8AW

## 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 registered to accept up to 24 children aged 3 to under 5 years.

It provides care and education for children in the local community and from further afield, on five mornings a week, term-time only between 9:15a.m. and 12 noon.

The group has sole use of a building situated in a quiet cul-de-sac close to Maidenhead town centre. There is one large room, toilets and small kitchen. There is an outdoor play area.

There are five permanent members of staff who all have a relevant early years qualification.

The pre-school is registered with the local authority Early Years Development and Childcare Partnership (EYDCP). There are currently 31 children on roll of which 24 are funded 3 year olds and 7 are funded 4 year olds. There are currently no children attending for whom English is an additional language and no children have special educational needs.

Beehive is a member of the Pre-school Learning Alliance.

### How good is the Day Care?

Beehive Pre-school provide good quality care for children.

The group is well organised with a high ratio of qualified staff. The environment is welcoming to both children and their parents, this helps children to feel happy and secure. The children have easy access to a large range of good quality toys and equipment, staff plan and provide interesting activities for the children which keeps them interested and encourages them to learn. All of the required documentation is in place however it is not always kept on the premises.

The staff give safety a high priority and all areas for promoting children's safety are

good. Most areas for promoting Health and hygiene are good. Staff have a good understanding of equal opportunities, special needs and child protection issues.

Staff spend time talking and listening to the children, encouraging them to take part in activities and to be independent. Staff manage children's behaviour well, the children are happy and well behaved.

Relationships with parents are good. There are regular parent consultation evenings and newsletters, parents are also involved as the management committee of the group. Most of the required information is provided for parents.

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

Not applicable

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

- Staff have a commitment to on-going training.
- Staff spend time talking and listening to the children. They ask open ended questions which challenge the children and encourage them to think. They provide imaginative activities for the children to explore such as in the science area.
- There are comprehensive policies and procedures in place Staff ensure children's safety both inside and outside the pre-school is high priority
- Parents are well informed about the group and their child's progress. Parents are made welcome in the group and are able to help during the session.

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

- documentation to ensure: that the complaints procedure includes all of the required information for parents and that all records are available in the group at all times.

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

Good

#### **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?

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

Std	Recommendation
12	make available to parents a written statement that provides details of the procedure to be followed if they have a complaint.
14	ensure that all records relating to day care activities are readily accessible on the premises and available for inspection at all times.

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

### How effective is the nursery education?

Beehive Pre-school provides very good nursery education. It enables children to make very good progress towards all of the early learning goals.

The quality of teaching is very good. Staff have a clear knowledge of the Foundation Stage and provide a good range of interesting and appropriate practical activities to support children's learning. They make good use of the accommodation and resources available to them. The use of planning and assessment ensures that children make very good progress towards the early learning goals.

Leadership and management is very good. The staff work well together as a team and are deployed effectively throughout each session to maintain a calm and stimulating environment. Staff are encouraged through regular meetings and the appraisal system to attend training to further develop their knowledge of early years and the foundation stage. Staff have clear defined roles and responsibilities within the setting.

Partnership with parents is very good. Parents receive a prospectus informing them about the setting and the education their child will receive, this information contains details of the policies and procedures in place and how parents can access them. Information regarding the children is shared verbally at the beginning and end of each session. Parents are invited to attend a formal parents evening each term and may be involved on the management committee.

### What is being done well?

- Children are confident, motivated and eager to participate in all of the activities. They relate well to each other and adults, are well behaved and able to share the resources and take turns in the activities offered.
- Children's spoken language and writing skills are developing well as a result of the good range of planned activities and adult interaction. All children are able to recognise their names and are beginning to understand that print carries meaning.
- Staff provide a good range of activities to promote children's knowledge in number, addition and subtraction, planning ensures that children learn through a range of activities that are fun. Children are able to count confidently up to ten and many are able to count up to twenty and beyond.
- Children are given opportunities to learn from first hand experiences and enable them to use their senses within the activities offered.
- Staff's knowledge of the foundation stage is very good, they use consolidation techniques through repetition, questioning and re-visiting topics and activities to enhance children's learning.

- Staff work well together as a team and there is a good deployment of staff during sessions. Children benefit from this and receive constant support and encouragement throughout each session.

**What needs to be improved?**

- Opportunities for children to be challenged with mathematical problem solving through everyday activities

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

Opportunities for children to explore music through the use of musical instruments.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident, motivated, interested and keen to participate in the activities and resources offered. They are able to work independently and in co-operation with others. They are well behaved and have a good understanding of right and wrong and show care and consideration to each other within their play. Children relate well to each other and adults.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children have access to a good range of activities and resources. Staff's interaction within the activities ensures that their spoken language and writing skills are developing well. Children are able to recognise their names on their drawers and name cards and are beginning to recognise that print carries meaning. They listen to and respond to stories with enjoyment, they are confident and encouraged by staff to put forward their ideas and observations during group activities.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children count with confidence up to ten and most children are able to count up to and beyond twenty, many recognise numerals up to and beyond ten. Staff provide a wide range of practical activities to reinforce number, subtraction, addition, shape and size. Children are offered many opportunities to extend this knowledge, for example in the dedicated maths area.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children talk confidently about personal events within their lives. Themes and activities planned ensure that children are developing their knowledge about other cultures and traditions. Children are confident in their design and making skills and planning ensures that children access a range of construction materials.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are confident and capable when undertaking routine activities and show a good awareness of personal hygiene. Children have good co-ordination skills and understanding of space, they move with confidence and ease around the pre-school building. Staff provide a range of tools and activities to enhance the children's physical skills for example the session in the PE hall when they played tennis, football, skittles and a memory game.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children express themselves freely through role play and are given opportunities to use their imagination in everyday activities. They respond with enthusiasm to new activities and are confident in expressing their thoughts and feelings for example when playing with the dough. Children experience a good selection of resources and activities to explore a range of media for example paint, collage, sand, and play dough.

**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 improve the following area:
- ensure that staff do not miss opportunities to challenge the children in mathematics through everyday routine activities.

*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.*