



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 106078

DfES Number: 510961

### INSPECTION DETAILS

Inspection Date	03/12/2004
Inspector Name	Leoarna Mills - Allen

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Beehives Under Fives
Setting Address	Young Salcombe Centre Gould Road Salcombe Devon TQ8 8DU

### REGISTERED PROVIDER DETAILS

Name	Beehives Under Fives Association
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### ORGANISATION DETAILS

Name	Beehives Under Fives Association
Address	Beehives Under Fives Young Salcombe Centre, Gould Road Salcombe Devon TQ8 8DU

## 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

Beehives Under Fives operates from the Young Salcombe Centre in Salcombe and serves the local community. During opening hours the group have sole use of the building and a secure outside play area.

The group is open Monday to Friday from 09:15 to 15:15 during school term times. There are 26 children on roll, including 14 children who are receipt of nursery education funding. Children with special educational needs or English as an additional language can be supported.

The group is run as a community business with the manager having day to day operational responsibility. Five members of staff work a variety of part time hours. Three hold appropriate early years qualifications, and the remaining two are working towards a qualification. The group receives support from the Early Years Development and Childcare Partnership, and is a member of the National Day Nurseries Association.

### How good is the Day Care?

Beehives Under Fives provides good quality care for children.

The experienced and proactive manager leads a team of skilled adults, all of whom are committed to their own ongoing professional development. They are well organised, and provide a warm child friendly environment with a large range of resources at every session. Only minor amendments are necessary to bring policies and procedures fully in line with the National Standards.

Children are safe and secure as a result of adults' vigilance in monitoring access to the provision. There are clear documentation systems in place to ensure that medical issues are appropriately addressed. Children enjoy healthy alternatives at each snack time. Adults ensure they access regular training in order to keep up to date with their child protection responsibilities.

Children enjoy a wide range of educational activities that are well planned and resourced. Their individual needs are well known to staff, and they have regular opportunities to develop a positive attitude to difference and diversity. Children with special educational needs are effectively supported. Staff provide children with good role models in order to encourage children to give of their best.

Staff work hard to build a strong partnership with parents, providing them with good quality information about both the work of the group and their child's progress.

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

At the last inspection the group were asked to ensure heated water was regulated at an appropriate temperature for young children, and that adults who transport children on behalf of the group had appropriate insurance cover and related documentation. These requests have been carried out in full, thus increasing children's enjoyment of a safe environment.

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

- There is a high ratio of well qualified adults to children at each session; as such, children access skilled support for their learning and development.
- Practitioners make very effective use of nationally recognised guidance for working with children under three, as well as the established curriculum for children aged three and upwards, in order to provide a wide range of educationally stimulating activities.
- The security of children whilst in their care is a clear priority for adults who have devised effective systems for monitoring access to children.
- The staff team have a proactive approach to inclusion, and work hard to ensure all children, including those with special educational needs, access the most appropriate support for their development.
- Adults are very clear about their child protection responsibilities.

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

- the complaints policy in order to bring it fully in line with the requirements of the National Standards.

#### **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.)**

Ofsted has received no complaints against this provider since April 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
14	Ensure that the complaints policy is fully in line with the requirements of the National Standards and includes full contact details for the regulatory authority.

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

### How effective is the nursery education?

Beehives Under Fives provides high quality nursery education with children making very good progress towards the early learning goals in all six areas of learning.

The quality of teaching is very good. Staff working with children have a secure knowledge of the Foundation Stage curriculum and plan activities carefully. The sessions are well organised and allow for children to learn at their own pace, while extending older and more able children appropriately. Adults teach very well, employing effective strategies that encourage children to think. The progress made by children is closely observed and assessed, and this information is used to set suitable targets for each child. Children with special educational needs are fully included in the group, while receiving skilled individual support when necessary. Finally, the behaviour management strategies employed by staff are very positive, creating an environment where children can be confident, responsive and increasingly able to manage their own behaviour.

The leadership and management of the group is very good. The recently appointed manager has worked exceptionally hard to establish workable, accessible systems that ensure the smooth running of all aspects of the provision. She is an excellent role model to her staff team, who respond well to her encouragement to take on increasing amounts of responsibility. The whole team is well able to evaluate their successes and areas for improvement, and act promptly to bring about change.

The partnership with parents is very good. While the team have not yet explored fully strategies for further involving parents in their child's learning, they do ensure that parents receive good quality information about their child's progress. Staff meet regularly to share information, and as a result, strong relationships between parents and staff are in evidence.

### What is being done well?

- Children behave well and understand the agreed codes for belonging to a group, as a result of skilled and regular support from staff in this area.
- Practitioners emphasise the importance of language skills, and make substantial and purposeful use of conversations with children to encourage the development of these skills.
- Children access support for the development of their mathematical skills very readily; teaching in this area is skilled and regular, and children make good use of a range of resources that further develop this learning.
- Observation and assessment systems allow practitioners to know children's individual needs and capabilities very well. As a result, they can carefully plan activities to further meet the needs of individual children.

- The manager of the group is very much a reflective practitioner; she can honestly evaluate the whole provision, and can effectively encourage her staff to do the same. As a result, changes and improvements are ongoing, and bring real benefits.

**What needs to be improved?**

- the further encouragement of parents to be involved in their child's learning.

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

The improvement since the last inspection is very good.

At the last inspection the group were asked to ensure that assessment records tracked children's progress towards the early learning goals more closely. Staff employ a very comprehensive assessment system that enables practitioners to be well informed as to children's progress towards the early learning goals. This enables them to ensure that planning is closely matched to the ongoing needs of individual children.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are quick to involve themselves in worthwhile play and sustain their interests for significant periods of time. They respond well to encouragement from staff, and are very proud of their achievements, being keen to show their art work to adults. Children are very familiar with the group's rules for good behaviour, and they are willing to help out with group tasks such as tidying up or sharing out snack items. They are increasingly independent, selecting activities for themselves.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children use conversation a great deal in their play, and respond well to adult led discussions such as 'show and tell', being confident to speak in large groups. All children enjoy nursery rhymes and stories, and older and more able children are making very good progress in linking sounds to letters. Many children can recognise their name in print, and are also increasingly able to write their names with little help, accessing, as they do, writing materials throughout the session.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are confident counters who are already able to count beyond five and recognise many numbers in print. They enjoy singing number songs, and can correctly identify 'one more' or 'one less'. Children also make very good use of matching and sorting games, with effective adult support, as well as regularly accessing 'real world' activities, such as cooking, that encourage their familiarity with number and comparative language such as 'heavier' or 'lighter'.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are developing a genuine curiosity about the world around them, as a result of carefully planned activities that encourage them to be familiar with features of the natural and made world. They have frequent opportunities to design and make, and enjoy regular access to information technology resources, for example, recording their music making on tape. Children also have a well-developed sense of time and place, talking confidently about the weather, seasons and calendar.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children regularly access outdoor play, and can co-ordinate their movements, showing balance and control. Children access a good range of large and small equipment that encourages the development of their large and small muscle movements. They can climb, travel under, and peddle well, and use scissors, pens, paint brushes and other tools with increasing success. Children also know about what to wear in cold or hot weather, and have a developing understanding of their bodies needs.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children respond well to being encouraged to express their ideas and make choices, contributing to the planning of activities well. They make good use of role-play areas, and can extend their group-based imaginative play for substantial time periods. They also make good use of art and craft resources in order to freely create. Children also enjoy music making and singing; they know a good range of action songs, and move well to music.

**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, however, consideration should be given to the following;
- further explore ways in which to encourage parents to be more involved in 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.*