



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 254050

DfES Number: 500342

INSPECTION DETAILS

Inspection Date 05/10/2004
Inspector Name Lesley Gadd

SETTING DETAILS

Day Care Type Sessional Day Care, Out of School Day Care
Setting Name The Beehive under 8's
Setting Address Eaton Parish Hall
Colman Road, Eaton
NORWICH
Norfolk
NR4 7HA

REGISTERED PROVIDER DETAILS

Name The Committee of U/A

ORGANISATION DETAILS

Name U/A
Address u/a
u/a

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 under 8's is a committee run group that has been operational since 1984. It provides sessional day care and out of school facilities from a village hall and a school mobile in the centre of Norwich. Children attending the group come from the surrounding areas.

There are currently 22 children on roll, of whom 11 3-year-olds and 9 4-year-olds are in receipt of funding. The group welcomes children with special needs and those who speak English as a second language. The sessional day care facility is open Monday to Friday between 09:00 and 11:30. In addition on Tuesdays, Wednesdays and Thursdays it opens from 12.45 and 15:00. The out of school facility is open every day from between 08:00 and 09:00 and from 15:00 until 18:00. Care is offered from 08:00 until 17:30 during the school holidays.

There are six staff who have a wide range of experience and either hold recognised qualifications or are in the process of training. The group receive support from an external link teacher and their Early Years Development and Childcare Partnership (EYDCP).

How good is the Day Care?

The Beehive under 8's provides good quality care for children aged three to eight years.

The group creates a welcoming environment in which children are happy and relaxed. Staff work well as a team and the key worker system ensures children receive constant attention and are secure and confident. An appropriate range of furniture and equipment is provided to maintain children's interest and enable them to sit, play and eat in comfort. The older children have their own mobile classroom where they can select equipment and choose their own activities, such as art and craft work.

All the necessary documentation is in place to ensure the safety of the children while at the group, although some of the procedures are out-of-date.

Staff show a good awareness of children's safety. They assess possible danger to ensure children play with minimum risk inside and outside. Children are encouraged to have healthy eating habits through a choice of different fruit and various savoury snacks. Staff support all children within the group and have an awareness of child protection matters.

Children have access to a broad range of activities and are happy and well occupied. Staff interact well with all ages of children and they enjoy good relationships. Clear boundaries are set for the children who behave well. Older children have developed their own code for behaviour.

Partnership with parents is sound. They receive quality information before joining the group and are fully involved in its operation. Daily exchange of information between staff and parents keeps them informed of their children's progress.

What has improved since the last inspection?

At the last inspection the group were asked to ensure the register was accurate and have an incident book available. In addition they were asked to ensure the first aid kit was checked, the outdoor area was free from hazards and that children's drinking cups were stored appropriately.

Staff have updated paperwork and ensure children's arrival and departure times are recorded on all registers. They also make use of a book to discuss particular behavioural incidents with parents. The staff are in the process of updating their first aid certificates and monitor the contents of the first aid kit. The outdoor area has been renovated and is safe and drinking cups are stored appropriately within the cupboard.

What is being done well?

- An attractive and welcoming environment is created with a range of activities, which ensures children come into the group confidently. They quickly settle and join in with the group when parents leave. The well organised environment gives children a feeling of security. Older children have their own mobile building where their craft can be stored and worked on another day.
- Children's safety is given good consideration. Staff have an awareness, through training, of how to complete a risk assessment of the facilities in order to minimise hazards. Clear evacuation procedures are in place and relevant insurance is held.
- The children and staff have good relationships, as a result children are secure and confident. The staff are attentive, listen well and respond to children's needs for extra cuddles or a joke.

- Partnership with parents is good. Positive relationships support children's welfare. Parents are given detailed information to keep them updated on their children's progress and they comment positively on the staff's friendliness and approachability.

What needs to be improved?

- procedures for child protection and the collection of out of school children.

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
14	Make sure the child protection procedures and collection of children comply with the National Standards.

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

How effective is the nursery education?

The Beehive under 8's provides good quality nursery education overall, which enables children to make generally good progress towards the early learning goals. Provision for their personal, social and emotional development is well planned and they make very good progress in this area.

The quality of teaching is generally good. Staff are very positive and build good relationships with the children. They work well as a team and organise the indoor environment to create an interesting learning environment that promotes children's independence. The outside area is used less effectively. Staff give individual children a good level of support and those with English as a second language are encouraged to participate in the full range of nursery activities. Staff ask children questions, however this is not always done consistently and opportunities are missed to consolidate and extend the children's thinking.

Staff observe and assess children's learning against the stepping stones and early learning goals. Planning of activities takes place, however the information from assessments is not always used effectively within this to ensure sufficient challenge for the more capable children. In addition too few opportunities are provided for children to experience problem solving, question why things happen and enjoy large scale equipment.

The leadership and management of the group is generally good. The senior staff provide positive role models and are beginning to make good use of the advice provided by a link teacher to monitor and evaluate the teaching and activities. An enthusiastic committee of parents and all concerned with the group are committed to improving the quality of the children's care and education.

The partnership with parents is generally good. Parents spend time talking with staff informally about their children and are well informed about activities and their children's progress.

What is being done well?

- Good emphasis is placed on children's personal, social and emotional development and as a consequence, children are confident, play well together and show sensitivity towards one another.
- Children's personal independence is encouraged. They explore the free play activities available to them and settle well on arrival.
- Interaction between staff and the children is good. Staff make time to spend with each child in order to help them feel valued within the group.
- Relationships with parents are sound, which positively impacts on the children's security and ability to concentrate, grow and learn.

What needs to be improved?

- staff's knowledge of how to support children's learning, particularly the use of questioning to consolidate and extend the children's thinking
- the use assessments within planning, to ensure sufficient challenge for the more capable children
- opportunities for children to question why things happen, experience practical problem solving in maths, enjoy large scale equipment and fully benefit from outdoor activities.

What has improved since the last inspection?

Since the last inspection the group have made generally good progress following the previous inspection. Further work is planned by the supervisor and committee.

The group were asked to ensure all 6 areas of learning are identified, recorded and activities adapted to suit differing needs. To provide parents with information regarding the children's learning and activities. To provide more practical opportunities that enable children to record number and experience independent writing and finally to increase opportunities for children to talk about and question how things work.

All planning records identify learning objectives and the sessions are organised to allow children time to explore and enjoy all activities, some of these are adapted for different needs.

Information about projects and activities are given to parents through regular newsletters. In addition the introduction of an assessment system, which provides further opportunities for parents to share their knowledge around the children's skills will be useful.

Staff have provided more informal opportunities for children to make marks through activities such as role play in the café where a waiter with a note pad takes orders from other children. The group are continuing to work with the advisory teacher to develop these experiences further.

Opportunities for children to talk about and question how things work remains outstanding and has been raised as a key issue.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children settle well and are developing confidence. The staff help them to learn how to co-operate and take turns on the games table. Children are well behaved and have started to make friends. They are able to choose what to do and notify staff when they want to use the toilets. Children are given regular access to multi-cultural resources, to assist them to develop their knowledge of the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are able to communicate well and have some opportunities to recognise their name. They enjoy listening to group stories and turn the pages of books correctly. They are able to hold crayons correctly and use writing materials during imaginary play. Older children are beginning to form recognisable letters. Some children are able to recall features of stories and are encouraged to identify sounds and letters through songs and activities such as reading newspapers.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children practise counting forwards to ten as they take part in familiar rhymes, such as 'Ten Fat Sausages'. Some children show interest in identifying numbers, with the statement 'I am three'. There are some planned activities for children to recreate numerals, group objects and recreate patterns, but there are few opportunities for children to begin to experience problem solving. Mathematical language is used by children as they comment on the big and little towers they have made from bricks.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have regular access to play with dough and express themselves using paints. They are encouraged to think about changes when they watch seedlings grow, however opportunities are missed to question why things happen. Children build with bricks competently and gain skills with technology through using a computer. The daily routine helps children to develop a sense of time and festival projects such as Chinese New Year give them opportunities to learn about their own and others lives.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move freely indoors and follow movements in action songs with enthusiasm. They are developing their skills with small tools such as scissors, however they lack regular opportunities to enjoy large scale equipment and fully benefit from outdoor activities. Children are developing a good awareness of their bodies through healthy eating projects and noticing bodily changes after exercise.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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The organisation of the role play area helps children develop their imagination with use of a hospital, shop and café. Materials are available for children to use to communicate their ideas and promote their senses, using textures, colour, form and shape and the staff continue to develop the richness of these experiences. Children make noisy and soft sounds during group action songs and have some opportunities to express themselves freely through music and dance.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES

- Continue with plans to develop staff's knowledge of how to support children's learning, particularly the use of questioning to consolidate and extend the children's thinking.
- Make full use of the information from assessments, to ensure sufficient challenge for the more capable children.
- Provide additional opportunities for children to question why things happen, experience practical problem solving in maths, enjoy large scale equipment and fully benefit from outdoor 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.