



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 123074

DfES Number: 585255

### INSPECTION DETAILS

Inspection Date	06/05/2004
Inspector Name	Lindsay Ann Farenden

### SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	The Bee Hive
Setting Address	St. Margarets Church House Putney Park Lane London SW15 5HU

### REGISTERED PROVIDER DETAILS

Name	Ms Lucy Lindsay
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## 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

Bee Hive Day Nursery opened in January 1998. It operates from two large rooms in a church hall. The nursery serves the local area.

There are currently 33 children on role from 2 to under 5 years old. This includes 18 funded 3 year olds and 6 funded 4 year olds. Children attend a variety of sessions. The group supports 1 child who speaks English as an additional language.

The group opens 5 days a week during term times. Sessions are from 09:30 until 12:15, except on Tuesday and Thursday when sessions are from 09:30 until 15:00.

Four full time and 3 part time staff work with the children. Over half the staff have early years qualifications to NVQ 2 or 3. One member of staff is currently working towards a recognised early years qualification. The setting receives support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

Bee Hive Nursery provides satisfactory care for children. The premises are child centred and offer a warm and welcoming environment for children. Staff generally give good attention to children's safety both inside and outside of the premises. However fire evacuation practices are irregular. Staff carry out good hygiene practice procedures. Children's individual dietary needs are respected.

The nursery provides a wide range of play materials and equipment, which are set out so that the children have easy access to them. The nursery also offers ballet and art sessions led by teacher/specialists in these areas. Staff have a caring approach to children and there is good interaction between the staff and the children. They are child focused and they join in with children's play and assist them in completing tasks and activities. They make activities interesting and inviting for children and consequently children are interested and enjoy the activities and their play. The children are kept well occupied, they behave well and staff offer children praise and encouragement.

All children are respected and their individuality is valued. The children are encouraged to play with all the toys regardless of gender. However children have a limited access to play materials and books reflecting positive images of culture and disability on an every day basis. Staff have a positive attitude to caring for children with special needs. There are effective procedures in place to ensure children with special needs receive appropriate support.

The staff form positive relationships with the parents and keep them informed of nursery activities through verbal exchange of information, through notice boards, photos and meetings. All records are in place however numbers of children on the premises is not always recorded on arrival. Policies and procedures are well-documented.

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

Actions made at the last inspection have been met satisfactorily. Policies have been updated. All safety issues have been addressed.

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

- Good range of activities and play materials provided which interest children and help them to learn and encourage them to make decisions, be independent and confident. Staff are child focused and know the children well.
- Effective use is made of space. The hall is well organised and child centred. The premises are clean and are kept at an appropriate temperature. The garden is set up with a range of toys, activities and games making it a learning environment for children.
- Staff have a good understanding of health and safety issues. Systems are in place to ensure children are safe in the premises and when on outings. Good hygiene practice is carried out.
- The children's behaviour is good, and staff promote positive behaviour.
- Staff build up good relationships with the parents and exchange information with them on a daily basis.

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

- develop knowledge and understanding of child protection procedures
- the children's access of play materials and books that promote equality of opportunity and anti-discriminatory practice
- systems for carrying out regular fire evacuation practices
- the maintenance of the daily attendance register

**Outcome of the inspection**

Satisfactory

**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 must take the following actions by the date shown**

Std	Action	Date
2	Ensure that the names and numbers of children present in the nursery are recorded and known at all times.	10/05/2004

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

Std	Recommendation
4	Ensure taps in the children's cloakrooms are maintained in working order
6	Ensure fire practices are carried out on a regular basis.
9	Ensure children have access to books and play materials reflecting positive images of culture, disability and gender.
13	Develop staff's knowledge and understanding of child protection issues.

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

### How effective is the nursery education?

The Bee Hive Nursery provides good quality education overall which enables children to make generally good progress towards the early learning goals. Provision for mathematical, creative and physical development helps children make very good progress.

Teaching is good. Staff have a sound understanding of the early learning goals, which results in well planned activities. They are aware of children's individual progress. However, specific activities carried out by key workers, to encourage children's individual progress, are not included within the main planning or shared with other members of staff. Children are engaged in activities, which sustain their interest and encourage them to develop their mathematical thinking. Children are encouraged to learn through play, and use their imagination in role play, craft and dance. Children with English as an additional language are given good support.

Children's behaviour is good and they respond well to the expectations of staff. They are confident and eager to learn, initiating their own play and selecting resources independently. Children are not sufficiently encouraged to use the book area or to recognise and say familiar words. The outside play area is used well and staff incorporate many areas of learning in this space. Children are given lots of opportunities to freely access resources, so they can create large and small designs, using their own ideas. There are too few opportunities for children to access programmable toys, and children are not provided with sufficient activities to allow them to examine change and discover why things work.

The leadership of the setting is good. The manager encourages staff to work well together and staff evaluate activities at the end of each session, using this information for future planning.

Partnership with parents is generally good. Parents receive verbal and written information regarding the activities undertaken, and children's progress.

### What is being done well?

- The children are well behaved and are keen and eager to learn. They enjoy undertaking activities and work well with one another. They choose resources independently and initiate their own play and ideas. They respond positively to staff, helping to tidy away toys, and are aware of the agreed expectations of the group.
- Children are encouraged to use their imagination and creativity in art, dance and role play. They feel confident expressing their ideas, and have access to a very wide range of large and small junk materials and resources, to enable them to build, construct, shape, assemble and join. They play co-operatively

as part of a group, moving with imagination and expression during the dance session. They link up with one another to initiate play based upon their own first hand experiences, using resources effectively to support their ideas.

- Children's mathematical thinking is encouraged in all areas of play. Children enjoy solving problems, using large junk materials to make the car go faster. They are encouraged to see numbers in a variety of ways, and with a range of resources, and enjoy the mathematical challenges set for them.
- Staff are effective at differentiating activities to encourage each child to make progress. They make good use of the resources available and all areas of the building. The outside play area is well utilised, with staff bringing a wide range of equipment out and encouraging activities which support children in all areas of their learning.
- Staff work well with parents, sharing information with them verbally and through newsletters, displays and other written information. They work closely with parents to share information about their children's individual needs and stage of development. They give additional support to the child who has English as an additional language, ensuring that she is included in all the activities, and working with her parents to encourage the child to settle well and to begin to learn English.

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

- the opportunities for children to recognise and say familiar words, to story sequence and to make greater use of the book area
- the use of planning and observations of children, to identify clear targets for children's individual progress, which are shared with the staff team
- staff's awareness of knowledge and understanding of the world, so that they can plan for children to explore why things work, examine change and access programmable resources

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

This is the first inspection

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are motivated and excited to learn, taking an keen interest in all activities. They speak confidently to adults, seeking their support when necessary, and are able to take care of their own needs and hygiene. They are well behaved, taking turns and sharing resources, and helping to tidy away the toys. Children move confidently around the nursery, selecting resources and initiating play with other children. They are able to sustain concentration and persist at activities.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children are able to recognise their own names in print, and most children are able to write their names. They listen to stories at circle time, with more able children responding well to questions about the narrative. Children express themselves well and share ideas during role play. Staff encourage children to extend their vocabulary through songs and action rhymes. Children are not given enough encouragement to access the book area or to recognise and say familiar words

### MATHEMATICAL DEVELOPMENT

Judgement:	Very Good
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Children are encouraged in their mathematical thinking by being set challenges and when constructing with a purpose. Staff extend children's mathematical language so they are able to compare quantities, describe shape, size and position and recognise and recreate patterns. Children are able to count confidently up to 20 and can link numerals to objects up to 10. More able children can say one more or one less than a given number. Staff bring numbers and counting into all areas of play

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children enjoy accessing natural materials, which are used in every area of play. They enjoy investigating materials, resources and equipment to design, assemble and create a wide range of objects. Children are encouraged to explore the garden area and have planted flowers. They are developing an awareness of their own cultures and beliefs, and those of others. There are very few programmable resources, and children are not given enough opportunities to explore why things work or examine change

## **PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children move confidently and safely, using a range of climbing and balancing apparatus. They manoeuvre bikes and scooters around paths and up and down hills. They move creatively and imaginatively when dancing and moving to music. Children's fine motor skills are encouraged during threading activities, and they are able to pour, cut, mould and manoeuvre a wide range of small and large equipment with safety and with continued perseverance. They are learning how their bodies work.

## **CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children show great imagination during dance and role play, expressing and communicating their thoughts and feelings and acting out play based on their own first hand experiences. They enjoy singing and play musical instruments, responding well to the rhythm of the music and exploring sound. Children enjoy accessing the craft area, where they create and design a range of 2D and 3D models on a large and small scale. They explore colours and textures, selecting appropriate resources to design in a

**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**

- provide greater opportunities for children to recognise and say familiar words, to story sequence and to access the book area
- use planning documents and observations of children, to identify clear targets for children's individual progress, which are shared with the staff
- improve staff's awareness of knowledge and understanding of the world, to enable them to encourage children to explore, investigate, use everyday technology and find out about their local environment

*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.*