

Honey Bees Nursery

Inspection report for early years provision

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Inspector ISP Inspection

Setting address Hitcham Village Hall, The Causeway, Hitcham, Ipswich,
Suffolk, IP7 7NE

Telephone number 01449 740764

Email

Type of setting Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Honey Bees Nursery has been registered since 1995. The nursery is based in the village hall at Hitcham, Suffolk. The group have use of the main hall and a side room which is used for the rising fives for part of the session. All children share access to a secure enclosed outdoor play area. The building is fully accessible.

A maximum of 36 children may attend at any one time. The nursery is open Monday to Friday 9am to 12.15pm for children not attending the lunch club. There is a lunch club provided which runs from 12pm to 1pm after each morning session. The nursery is open in the afternoons from 1pm to 3pm on a Monday, Wednesday and Friday during term time and some additional weeks during the summer holidays.

There are currently 46 children in the early years age group on roll. Of these, 29 children receive funding for early education. This provider is registered to care for 36 children on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register. The setting currently supports children with special needs and/or disabilities. Children attend from the local and surrounding villages.

The nursery employs nine staff. Of these, eight hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare, learning and development in the Early Years Foundation Stage is fully supported by staff. The staff know children's individual needs well and undertake regular observations with the next steps in their learning clearly identified and included in the planning. The setting has good relationships with parents and seeks support and advice from other professionals involved with the children to ensure that the majority of their individual needs can be met. The setting has clear procedures to evaluate and monitor their good practice and have identified areas for development to benefit children's continued learning and maintain continuous improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop further the partnerships and exchange of information with other providers delivering the early years foundation stage to ensure continuity of care for children's learning and development.

The effectiveness of leadership and management of the early years provision

Children's welfare is fully supported as all staff have a good knowledge of the settings safeguarding children procedures. Staff are fully aware of the procedures to follow should they have any concerns about the welfare of a child. There are clear written risk assessments that have been undertaken for all areas and equipment within the nursery to ensure that children are well protected from any potential dangers. The emergency evacuation of the premises is practised on a regular basis. This ensures that children's safety is a high priority and is a reminder to help develop children's knowledge of keeping safe. Children are taken on regular outings and staff ensure that children's safety is paramount when out walking or visiting places within the local community.

Parents are kept fully informed about their children's learning and development through daily verbal feedback. Children's learning journey records are available for parents to view at any time and are sent home each term. Parents regularly add comments about their children's interests and learning at home to their learning journey records. This ensures that they are fully involved with their children's learning and allows staff to plan around their individual interests. Parents are kept fully informed about the provision through regular newsletters and the notice board, which displays further information about the setting's policies and procedures. Parents help with bringing in items to help support topics the children are undertaking. The nursery holds parents' evenings so that they can view their child's learning journey records and talk to staff about their child's progress. The nursery has links with other early years settings within the local area that children attend to ensure the exchange of information on their care and learning can be fully supported. They have established good links with local primary schools and the children visit and attend celebrations to help them get used to the school in readiness for their transition. This ensures that children's learning and development is fully supported.

All staff are involved with planning activities each week around the individual needs of their key children. The staff are fully supported by the manager in further training for their continued professional development. This ensures that outcomes for children continue to remain positive and helps to extend staff's knowledge. All staff members are included in reviewing and evaluating the nurseries' practice. Areas for improvement have been identified to benefit children's learning and development and to further improve the staffs' current effective practice. The nursery has in place a range of policies and procedures to support their good practice. Parents are sent questionnaires so their feedback can be obtained on the settings practice. As a result the staff are proactive in implementing positive changes to develop and improve the nurseries' practice further.

The quality and standards of the early years provision and outcomes for children

Children are provided with a variety of different foods at snack time that supports any topics they are undertaking and helps to promote their health. Parents provide children with a packed lunch if children stay for the lunch club and staff ensure that this is stored correctly. All children's individual health and medical needs are fully supported through the range of clear policies and procedures they have in place. Children practise moving in different ways and have access to large equipment outside, where they can climb, jump, balance and slide to effectively support their physical development. Children are taken out for regular walks within the local community and access the field and play area next to the setting. This helps them to develop a positive attitude to exercise and effectively promotes their health.

Children are learning expected codes of behaviour as they display good manners to each other and staff during the sessions. They all help to tidy away resources at the end of a session. This helps children to learn respect for their environment and how to care for their resources. Children enjoy looking at books and listening to stories read to them by staff. This promotes their interest in literacy and develops an understanding that the printed word carries meaning. Staff ask the children questions and give them instructions to follow to promote their thinking skills. Children have opportunities to paint and colour and there is a range of resources for children to write for a purpose. Children's independence and self care skills are fully supported as they pour their own drinks, select which food they wish to eat and clear away their own plates at snack time. Children enjoy playing with role play resources and experiment using chopsticks as part of their celebrations for Chinese New Year. Staff count with children how many there are at each session to develop their knowledge around numeracy.

Regular observations on children's individual interests and the next steps in their learning have been clearly identified by staff. Children's learning journey records are updated regularly and their individual interests and needs are included in the planning to fully support their progress. Three members of staff hold additional qualifications so that children with additional needs have their individual learning identified. Children learn about the wider world, other cultures and beliefs through a range of activities throughout the year. Children are provided with a balance of child and adult initiated activities to build on their interests and fully support their ongoing progress.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met