

Kenilworth Beehive Nursery

Inspection report for early years provision

Unique reference number 200507
Inspection date 01/02/2011
Inspector Jayne Rooke

Setting address Beehive Hill, Kenilworth, Warwickshire, CV8 1BW

Telephone number 01926 864086
Email kenilworth@brighthorizons.com
Type of setting Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Kenilworth Beehive Nursery is one of a number of settings owned by Bright Horizons Family Solutions. The nursery was first registered in 1998 and has been owned and managed by Bright Horizons since 2006. It operates from a converted school building in Kenilworth, Warwickshire. There is a separate baby unit which is based in the adjoining house. The nursery serves the local and surrounding area and has strong links with the local school. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play. The adjacent allotment area is also used for outdoor activities. The nursery opens Monday to Friday all year round from 7.30am until 6.00pm. Children attend a variety of sessions. A maximum of 67 children may attend the nursery at any one time. There are currently 137 children on roll who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five to 11 years at a 'satellite' out of hours club. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 22 members of childcare staff. Of these, 17 hold appropriate early years qualifications. A number of staff are working towards further qualifications. The nursery receives support from the local authority and has achieved a recognised Quality Assurance award in 2006.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are valued as unique individuals and practice is fully inclusive. Children make outstanding progress in their learning and development. Partnerships in the wider context are used exceptionally well to promote outstanding quality education and care. Self-evaluation is highly effective and parents, children and staff are actively involved in the improvement process. As a result, exceptionally high standards are consistently maintained.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- reviewing risk assessments regarding the location of the laundry facilities in the toddler changing area.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because staff demonstrate excellent knowledge and understanding of all child protection and safeguarding procedures. They are fully aware of the possible signs of abuse and the procedures to follow if there are concerns about a child in their care. There is a clear written policy which is up-to-date with current guidelines and regulations. The management team ensure that staff are fully trained and hold designated responsibilities in order to protect children from harm and neglect. New information is cascaded at regular staff meetings and Bright Horizons Training events. Robust employment procedures are in place to ensure that staff hold appropriate qualifications, skills and experience and have completed the necessary vetting procedure. The setting conducts effective risk assessments and regular safety checks for the premises indoors and outside and for any outings. However, details regarding the location of the laundry facilities in the toddler changing area have not been considered. This has minimal impact on children's safety overall because babies and toddlers are never left unsupervised in this area. Staff take positive action to manage or eliminate any risks so that children can move around freely and safely under their close supervision. Recommendations raised at the previous inspection have been successfully addressed to further develop children's safety and learning. Consequently, fire exits are clearly marked and kept free from obstruction. The learning environment is exceptionally well organised so that children can use their individual creative ideas and display their own work.

Staff have excellent knowledge of equality and diversity issues. They work in close partnership with parents and others to meet every child's needs, including those with special educational needs and/or disabilities. They use their skills and expertise exceptionally well to support children and families who speak English as an additional language. Children's individual learning needs and interests are taken fully into account when planning activities. Children are helped to understand and value the differences in the society they live through practical and meaningful activities and projects. Parents receive good quality information about the provision which is attractively displayed. Comprehensive written policies, procedures and children's records required for the safe and efficient management of the provision are accurately maintained. There is an effective compliments and complaints procedure and this is made known to parents. Successful partnerships with other settings and professionals ensure that children benefit from coordinated services and shared practice. This effectively supports their welfare, achievements and progress and ensures that they receive any necessary support at home and within the setting. This successfully promotes equality and inclusion.

Self-evaluation systems are highly effective which results in a continually improving setting. Rooms and resources are exceptionally well organised to provide an environment in which babies and children are nurtured and their individual needs are met. Attractive furniture and equipment is specifically tailored towards children's age and stage of development. This enables children to engage in self-chosen activities, to develop their sensory awareness and to express their creativity and imagination. Parents and children are consulted and encouraged to

contribute their ideas and suggestions for improvement through discussion, questionnaire's and forum meetings. Staff are recognised for their special work and individual achievements in supporting children's care, learning and wellbeing. Their teamwork and commitment is rewarded with a 'high performance' award at corporate events. This has a positive impact on the overall quality of the provision and the outcomes for children.

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

Children are enthusiastically engaged in purposeful play & exploration. They enjoy many exciting opportunities to play indoors and outside, taking part in a well-balanced programme of adult-led and child-initiated activities. Highly effective planning and skilful adult interaction successfully fosters children's learning and development and provides high levels of challenge for all children. As a result, they become active learners and make outstanding progress towards the early learning goals. For example, children's communication and language skills are fostered exceptionally well as they identify their names and personal belongings from written labels, photographs and picture symbols. A wealth of additional home languages are highly valued and respected and staff are competent in communicating in Spanish, Turkish and Punjabi. Older children benefit from Spanish lessons which help them to vocalise greetings and to recognise a wealth of sounds and words in a language that is different from their own. Exciting musical activities have a significant impact on children's learning and enjoyment. Children are enthralled by sounds and movement as they learn how to pronounce colours and numbers in Spanish and have great fun as they wave their arms and wiggle their bodies to represent a 'elefante grande' or a 'serpiente' and roar like a 'leon'. They make large and small movements and respond to instructions to move 'muy rapido' and to make quieter, smaller movements when the animals are resting or sleeping. Children's confidence and self-esteem is raised as they receive lots of lovely praise for being 'muy muy bien'.

Children of all ages and abilities are excited and inspired to participate in additional musical activities provided by the visiting 'music man'. They listen intently to the stories and sounds from Australia, mimicking the noises they hear from the didgeridoo. They express a range of emotions as they respond with laughter and giggles to funny games and jokes, and show fear and fascination by some of the unusual sounds from unfamiliar instruments. They learn how natural wood is formed into an instrument as ants chew holes into the wood, and feel the weight of the instrument that needs two people to hold it because it is 'so heavy'. They count the number of strings on a guitar and participate confidently in imaginary games as they pretend to throw and catch the invisible boomerang. Young children show joy and enthusiasm as they jump up and down freely and spontaneously to a well known song, jumping faster and slower to match the pace of the music. Babies are happy to sit and snuggle around as they listen to the soothing music and giggle with excitement as they initiate spontaneous peek-a-boo games.

Babies and young children show curiosity and interest during their investigative and creative play. They use their hands and other tools to make marks and

patterns on paper, on chalkboards and in the sand which develops their early writing skills. They move with excitement between the water and sand tray and use a variety of containers to tip and pour water. They chatter happily as they splash their hands in the water and look inquisitively at their hands when they become wet. Staff sensitively intervene when children's play becomes overly robust, encouraging them not to throw sand and to play carefully. Staff offer clear explanations so that children learn how to play safely so that they do not hurt themselves or others.

Children are physically active indoors and outside. Babies are encouraged to develop their newly developed walking skills, using low level furniture for support. This is skilfully extended to outdoor play where they use a range of large and small play equipment to encourage their confidence and physical skills. There are many outstanding opportunities for all children to enjoy the outdoor environment where they benefit from regular fresh air and exercise. Older children can access the exciting outdoor play areas at any time. Outings to local areas of interest are regularly planned for robust and active play, and so that children can explore the wider community. Children and staff thoroughly enjoy using the attractive allotment area for planting and growing projects. Parents, carers and members of the local allotment community are active participants in many of the seasonal and social events which are organised throughout the year. Children's knowledge and understanding of the wider world and global influences is superbly enhanced. Children and their families are invited to contribute to a world map display which celebrates each others' lives and backgrounds, their cultural histories and current events.

Activities are well planned and organised to maximise learning potential, enjoyment and fun for each child. There is a strong focus on developing children's creative, sensory and investigative skills. This successfully enables all children to become competent at making choices and decisions for themselves. Consequently, they manage their self-care and daily routines with confidence and understand the meaning and purpose of the activities they engage in. They develop strong and trusting friendships with adults and each other which stands them in good stead for the future.

Personalised development records are used with expertise and skill to closely monitor and evaluate each child's progress throughout the Early Years Foundation Stage programme. 'Beginning the journey' records show that children's uniqueness and family backgrounds are highly respected and valued. Information obtained through observation and discussion with parents and carers is used exceptionally well to identify each child's next steps and to support any additional needs. Photographs of children's 'learning journey' are used effectively to highlight children's specific interests and achievements.

Children thrive because their good health and nutrition is successfully managed. Menus are healthy and nutritious and the setting has received an environmental health gold star award for their high standards of hygiene. Infection prevention and control systems are highly effective in containing any outbreaks of infectious illnesses so that children's good health is protected. Older children demonstrate their knowledge of good hygiene practices as they spontaneously follow hand-

washing routines before meals and after toileting. They take responsibility for their own choices and portion control as they can serve themselves to food which is attractively presented to the table at mealtimes.

Children are fully safeguarded because excellent procedures are in place to keep children safe at all times. Furniture and play equipment is of high quality and is regularly checked to ensure it remains in good condition. Staff ratios are exceeded and children take part in a regular fire evacuation drill which is clearly thought out. Children develop the habits and behaviour appropriate to good learners, their own needs, and those of others because they respond positively to the clear expectations for good behaviour. Children are well prepared for the transition to other settings because staff maintain excellent relationships with all those involved in children's care and education. As a result, children have outstanding opportunities to take responsibility in the setting and to play a part in the wider community.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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