

Rugby Beehive Day Nursery

Inspection report for early years provision

Unique reference number 200505
Inspection date 25/02/2011
Inspector Susan Andrews

Setting address 43 Cromwell Road, Rugby, Warwickshire, CV22 5LY

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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

Beehive Day Nursery opened in Rugby in 1999 and was taken over by Bright Horizons Family Solutions in 2006. The premises consists of four playrooms and a sleep room for babies. A secure outdoor area used by all children is at the back of the building. Opening hours are Monday to Friday from 8am until 6pm all year round, with the exception of Bank Holidays.

A maximum of 59 children aged under five years may attend at any one time and there are currently 110 children on roll. This includes 17 funded three-year-olds and 16 funded four-year-olds.

A total of 17 staff work with the children. Of these, four are employed on a full-time basis and five work for more than 30 hours each week. All staff are qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are happy, confident and flourish because the highly skilled and motivated staff take great care to ensure children's needs are met. They systematically obtain and review the relevant information about their individual care, learning and development needs. The safe, caring, vibrant and inclusive, environment provides innovative and challenging learning opportunities and, therefore, children make excellent and rapid progress. Extremely effective partnerships are in place between the nursery, parents and others involved in the children's care. The nursery takes every opportunity to consult, involve parents and keep them well informed, providing them with a vast range of policies and supportive information. Systems used to monitor and evaluate the setting's performance are extensive and highly effective. They demonstrate the staff's purposeful commitment to continue to drive improvement.

What steps need to be taken to improve provision further?

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

- ensure existing observation and assessment systems, regarding the identification of individual children's next steps, are routinely revisited to consolidate their learning.

The effectiveness of leadership and management of the early years provision

The managerial team are experienced and inspiring role models, setting high standards of professionalism, emulated by the whole staff team. Children's safety is of paramount importance and staff, who all hold a current first-aid certificate,

are fully aware of their responsibilities to protect and safeguard the children. They recognise the signs and symptoms of abuse and are clear about reporting procedures, should they have a concern about a child in their care. Consequently, children are kept safe and their welfare is safeguarded. Comprehensive risk assessments are in place. These are regularly reviewed and amended where necessary, ensuring potential hazards to children are identified and minimised. All visitors are supervised and access to the building is secure. Therefore, no unauthorised person is ever left alone with children. Robust recruiting, vetting, induction and appraisal systems ensure that all adults working with children are suitable and have the necessary qualifications and skills. This results in a cohesive, knowledgeable staff group, committed to achieving excellent outcomes for the welfare and learning of all children attending the setting.

A comprehensive and detailed range of operational policies and procedures are in place which are made readily available to parents at the time they place their child at the nursery. These are regularly reviewed to ensure they are in line with current legislation and the setting's excellent day-to-day practice. Parents are fully acknowledged as their child's first educator and their contribution to children's learning and development at the nursery is valued. Their views are regularly obtained through daily discussion, questionnaires and parents' events. Those parents spoken to during the inspection, indicate they feel staff are extremely caring and approachable. Parents confirm that their views are really valued and they are kept well informed. They trust the staff and have absolute confidence in the care and education provided for their children. Links are well established with other settings and specialist workers who are involved in children's lives.

The setting has created a vibrant, exciting, challenging environment where children feel cherished and enjoy innovative opportunities and learn through their play and experiences. Consequently, children are inspired, achieve well and reach their full potential. Staff are dedicated, enthusiastic and continue to actively promote diversity and embrace training opportunities to further their skills and knowledge. They are truly committed to work in partnership with parents and others involved in children's lives, which enhances continuity of care. The setting is forward thinking and develops new initiatives which spring from rigorous reflective practice and self-evaluation systems. This demonstrates the setting's substantial capacity for continual improvement which benefits all children.

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

Staff interact affectionately with the children and they clearly know them well as individuals, spending lots of time with their key children. An extensive range of stimulating and fun learning opportunities, that cover all six areas of learning, are offered to children. Therefore, each day children enter the setting eagerly to take part in the activities. Staff plan a vast range of adult-led activities and, furthermore, they continually inspire children to explore their environment independently, whilst always being there for support. Consequently, children extend their own play initiatives, make choices and develop their independence.

Children build firm friendships; they play together harmoniously, agreeing to take turns with the train set or collage materials. Babies smile and develop confidence as they sit with an adult at mealtimes or hold out their arms for a cuddle. A positive approach to behaviour management is implemented based on praise and encouragement. Staff are excellent role models and give children gentle reminders and clear explanations that guide their behaviour, so that they know what is expected of them. Children, including those with challenging behaviour, are learning how their actions affect others. Older children are kind and sensitive about the needs of the younger ones, for example, taking turns whilst sitting together, looking at a book and turning over the pages.

Communication, language and literacy is actively promoted through words and letters displayed around the room and older children recognise their name on their pictures on the walls. Children blossom as praise clearly validates their achievements, celebrates their success and builds their self-esteem and confidence. Staff engage children in lively conversation extending their language through a range of extensive opportunities for children to explore the spoken and written word. Electronic translation devices are particularly helpful for some children who have English as an additional language. A peripatetic teacher comes to the nursery regularly to invite children to begin to learn Spanish. Children enhance their writing skills as they make marks with chalk, crayons, paint, pencils and form letters in the sand. Children are enthralled at story time. They listen attentively and are encouraged to use their imagination to predict what may happen next, using prompts to fill in gaps. The environment is a celebration of stimulating pictorial and written messages. For example, displays placed around the rooms show letters, numbers, a wealth of creative artwork and photographic displays. Children have opportunities to explore information technology as they skilfully use the computer, digital cameras and programmable toys. Careful attention is paid to children's interests and staff build on these skilfully to extend child-initiated activities.

Children are curious and solve problems as they use construction toys to look at how things balance and what jigsaw puzzle pieces fit into spaces. They become engrossed in games, puzzles and construction toys. They count, compare size and shape, measure and weigh on a regular basis through a range of activities, including making home-made vegetable soup. Children fold paper to make aeroplanes and, with glee, watch how they fly through the air. Babies explore different textures, respond to toys that make sounds and become inquisitive, looking for their reflection in mirrors. Children's imagination and creativity is inspired through dance, music, role play and creative art activities, such as making a life size robot.

The nursery actively promotes diversity, valuing the uniqueness of each child and providing a wide range of toys and resources that promote positive images of culture, gender and disability. Multi-cultural festivals, such as, Chinese New Year, Easter and Diwali, are celebrated and planned into the broad-based curriculum. On Burns Night children excitedly listen as bagpipes are played. Children are encouraged to learn about their local community, for example, they go on walks or outings and photographic images are displayed on the nursery walls that depict

familiar sights in their home town of Rugby. Their knowledge of the wider world is extended as children create their own 'what happened to my world?' resources. For example, their 'news book' focuses on world events such as the tsunami, the rescue of the Chilean miners and the floods in Australia. Staff sensitively help children to understand these issues.

Extensive efforts are made to ensure children learn how to keep themselves well and safe for example, a 'wet floor' sign is placed next to the water table to remind children to take care as they walk by. Children, supported by staff, undertake their own risk assessments on outings and walks. They use pictorial prompts such as 'traffic', 'people and animals', 'litter', 'poisonous berries and nettles'. Emergency evacuation practices take place on a regular basis and this ensures children know what to do should a real emergency occur. Children know about the importance of personal hygiene as they routinely wash their hands after going to the toilet and before mealtimes. Standards of hygiene and health care practices throughout the setting, such as nappy changing procedures, are exemplary and a healthy lifestyle is promoted.

Well-balanced, nourishing meals are provided and children learn about the importance of eating their 'five a day' fruit and vegetables. They have free access to drinking water, so they remain well hydrated and older children can serve drinks themselves throughout the day. They are reminded of the benefits of fresh air and daily exercise as they run, jump and clamber on to play in the purposely designed outdoor play area. Peripatetic music and dance specialists visit the nursery regularly to spark children's interest in rhythm, movement and dance which aids their co-ordination and balance.

The dynamic management and staff team ensure effective partnerships with parents and others are fostered. All of the required documentation is meticulously maintained and comprehensive systems are in place to promote positive outcomes for all children. Consequently, every child attending is safe, able to flourish and becomes an active, confident learner and has fun during their time at the setting

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

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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

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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