

# The Beehive

Inspection report for early years provision

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<b>Unique reference number</b>	EY408372
<b>Inspection date</b>	07/04/2011
<b>Inspector</b>	Carol Willett

<b>Setting address</b>	Nine Mile Ride Primary School, 430 Finchampstead Road, Finchampstead, WOKINGHAM, Berkshire, RG40 3RB
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<b>Type of setting</b>	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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

The Beehive re-registered with the current owner in 2010 to provide after school care, having previously been registered since 2005. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It operates from premises in Nine Mile Ride School in Finchampstead, Berkshire and operates from the Hollow building on the school site which comprises of a large play room and two smaller adjoining rooms. There are toilet facilities and a small kitchen in the building. The provision has the use of the school outside play areas.

The out of school club is open from 3.00pm to 6.00pm every week day during term time only. A maximum of 36 children in the early years age group may attend the out of school club at any one time and 36 children under eight may attend at any one time. The out of school club also takes children up to age 11 years and can then increase their capacity to 40 children at any one time. There are currently 64 children on roll.

The out of school club provides care for children who attend the school. They can support children who speak English as an additional language and children with special educational needs and/ or disabilities. There are five staff working with the children. Of these, three staff including the manager hold relevant childcare qualifications. One member of staff is working towards a level 3 qualification in play work.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children have fun and stay safe as they freely choose their play in a caring relaxed environment where staff are interested and vigilant. Planned activities interest the children and show clear links and cover all areas of the Early Years Foundation Stage. Staff promote inclusive practices and provide continuity as they observe children's progress and interests and establish good communication systems with parents and the school. The manager continually monitors and evaluates the provision through her observations and through seeking feedback from parents and children, which ensures continuous improvement.

## What steps need to be taken to improve provision further?

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

- improve observation records by further developing some staff's understanding of how to assess children's achievements in order to plan effectively for their next steps in learning.

## **The effectiveness of leadership and management of the early years provision**

The new owner operates a well organised out of school provision that promotes children's welfare and safety effectively. Staff are vigilant and there is clear deployment of roles. They have a good understanding of their responsibility to safeguard children as they have attended training. The clear policy is shared with staff and parents. Documentation to record accidents and injuries children arrive with is effectively recorded and shared with parents to keep them well informed. Most staff hold current first aid certificates so they can act efficiently in an emergency. The school premises are very suitable for use being well-maintained and clean. Staff complete risk assessments of the premise both inside and out and daily checks ensure the premises are suitable and safe for the children to use.

Parents receive good information about the provision through written information, such as leaflets, policies and procedures and from daily verbal feedback from the staff. Partnerships with parents are positive and they provide useful information before their children attend so staff are aware of children's interests and any specific needs. Staff greet parents at they collect the children and liaise with them in order to fully support children's individual needs, such as their medical or developmental needs. There are good partnerships with staff in the school and the local authority early years team. The manager has identified the need to establish effective systems to liaise with teachers at the school to share information with children in the early years age group in order to fully support their learning. These effective partnerships enable staff to plan and provide an inclusive environment that meets children's individual needs. The well organised environment promotes inclusion practice and enables the toys and resources to be freely available to all children. Planned activities develop children's awareness of their own and other cultures and reflect social diversity.

The manager is enthusiastic and committed to provide high quality out of school care and uses her experience in childcare to reflect on the provision and make changes as needed. For example, she realised some of the children do not want to sit for registration as they come in from school and need to have refreshments so she has adjusted the session accordingly. She encourages everyone to reflect on all aspects of the setting and seeks written feedback through questionnaires from parents and children about their experience of the setting. Staff discuss and evaluate activities daily to inform future planning. Recommendations raised by local authority advisors or through previous inspections are effectively addressed. For example, heaters are now guarded and staffing qualifications ratios are met. This shows good commitment for continual improvement.

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

Children happily arrive in the after school club and have an enjoyable time showing excitement as they are treated to a picnic style tea outside at the end of term. Younger children are safely collected by staff and they are all warmly welcome on arrival. There is a healthy eating policy in place and tea usually includes a selection of raw vegetable and fruit and toast which encourages children's awareness of healthy eating. Children relate how much they enjoy treats on some days where they have ice-cream and sausage rolls. Children have frequent drinks with staff's encouragement and sit with friends and staff at tables for sociable teatimes. They are able to have as much as they like to satisfy their appetites. Water is freely available in a dispenser within the playroom. Children readily help themselves as they have a good awareness of their own needs especially after running around playing football or hockey outside. Parents supply useful information so staff has an excellent awareness of children's individual health needs and allergies. Children have individual medical plans where necessary and effective routines support good hygiene. Medications, such as epipens, are stored appropriately and staff receive additional training as necessary. Children's good health is very effectively supported by these procedures.

Children happily participate in a good range of activities indoors and outside which interests and challenges them. They receive support from staff who are enthusiastic and friendly and join in with play as invited. For example, photographs show a member of staff sitting patiently as some of the children put clips in his hair. Staff support and encourage children in craft activities as the make Easter baskets, for example. Staff plan a daily craft activity though a good range of craft materials are freely accessible to all the children. The range and balance of resources and equipment cover all areas of learning in the Early Years Foundation Stage and are freely available for the children across all ages. Children happily choose what they want to play and busily set about having a good time as they explore the exciting area outside. They play football and hockey on the playground and run and climb and balance on the adventure playground equipment or make dens in the wooded area. There is lots of flexibility in the session to reflect children's interests. Children have opportunities to initiate their own activities by accessing a range of resources, such as construction kits and books, role play computer type games and painting and playdough are freely available. They ably manoeuvre remote control cars. All children play very well together with older children helping the younger ones. Staff appreciate children do not always want to be organised and allow the children sufficient opportunities to relax, make choices and initiate their own play by having free access to resources.

Children show they feel safe as they are lively and confident in the provision and confidently express how they are feeling after having a bad day at school. Children develop an awareness of safe behaviour and can take safe risks and how to manage it through encouragement and reminders from staff. They run around during playground games and take care not to collide. Children are involved in making the ground rules for the after school club and are aware of safety rules when using the larger equipment. Children know the must always keep staff in

sight when playing outside. This helps children stay safe. Staff have appropriate strategies for managing children's behaviour and praise their efforts. Children all participate well and quieter children adapt well to the fun lively environment with sensitive encouragement from staff. Children play well during activities that require cooperative play and team work and know they need to share popular resources such as computer type resources. These activities enable children to develop a sense of responsibility and behaviour that supports learning.

Staff observe children to assess their progress and share information with parents during handover. This provides a two-way flow of information that supports children well. The manager identifies how activities support the different areas of learning within the Early Years Foundation Stage, which helps staff plan a balanced range of activities that benefit the children. However, not all staff are confident in observing and assessing children in order to effectively identify their next steps in learning.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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