

Beehive Nursery (Southam)

Inspection report for early years provision

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Inspector	Christine Armstrong
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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

The Beehive Day Nursery at Southam opened in 1996 and has now been taken over by Bright Horizons, Family Solutions. It operates from part of a former school building in the centre of Southam. The nursery is situated on ground floor level, with separate areas for babies, toddlers and pre-school children. There are two sleep rooms, two sets of children's toilets, separate staff facilities and a kitchen. The nursery is open each weekday from 7.30am to 6pm all year round. Children share access to a secure enclosed outdoor play area with access to an indoor hall in wet weather.

The setting is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. A maximum of 56 children may attend the nursery at any one time. There are currently 85 children aged from six months to under five years on roll. Children come from the town and villages in the surrounding rural area and attend for a variety of sessions. The nursery currently supports children who speak English as an additional language.

The nursery employs 21 members of staff, 16 of whom hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children receive outstanding support to make significant gains in their learning and development. Exceptional partnerships with parents, carers and other settings ensure all children's are achieving as much as they can. Comprehensive policies and procedures are regularly reviewed and implemented consistently and robustly to promote and protect children's safety and welfare. Extensive monitoring, analysis and self-challenge bring about sustained improvements to the early years provision.

What steps need to be taken to improve provision further?

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

- extending further the systems used to monitor and evaluate outcomes for learning in all areas and for different groups of children in order to continually improve outcomes for children.

The effectiveness of leadership and management of the early years provision

The setting places an extremely high priority on promoting and protecting children's safety. Comprehensive safeguarding policies and procedures are in place

and shared with parents. Senior staff members attend advanced training courses in order to attain a professional and indepth understanding of child protection issues. Ongoing training is provided to all staff members. This ensures any concerns about children's safety and welfare are prioritised and dealt with effectively. Robust recruitment and vetting procedures, including induction of new staff members, ensure all adults working with children are suitable to do so. Comprehensive and detailed risk assessments are carried out and continually reviewed for all areas used by children and any outings they undertake. These measures ensure children are always kept safe. A recent food hygiene inspection resulted in the setting being awarded a Gold rating. This reflects the meticulous arrangements that are in place to support children's good health and minimise cross-infection.

The manager and all staff members are exceptionally effective in working together to provide a warm and welcoming service for children and parents. They place the promotion of equality of opportunity at the heart of all their work. They are highly effective in ensuring that all children are fully included and making good progress in their development. For example, children who are learning to understand and communicate in English as an additional language receive excellent support to develop their bilingualism. High quality resources are sourced and used exceptionally well in partnership with parents and other children in the setting. This supports children's home language in the setting and the developing use of English language. Pictorial support, gesturing and simple sign language are also used effectively enhance communication. The setting is highly committed to working in partnership with others and has taken a lead role in establishing effective working relationships between other settings that children attend. This ensures information is exchanged regarding children's progress and next steps in learning, which effectively supports cohesion and continuity in children's care and learning. Established links with other agencies are in place to support any child with special educational needs and/or disabilities.

Highly inclusive communication systems ensure consistent and productive partnerships are forged with parents. Exceptional focus is given to capturing all opportunities to exchange information with parents. All staff members, including those who are bilingual, make themselves available to exchange information with parents on a daily basis. Exceptional use is made of detailed family and cultural information to ensure each child's family experiences are reflected in the setting. This portrays a message that everyone is welcome in this setting. Daily information sheets are available detailing each child's experiences and weekly informative newsletters are emailed to parents. Children's Learning Journeys are freely available to take home and include tailored guidance and information about precise ways parents can support their child's learning across different areas. Information about children's learning experiences at home is successfully sought from parents and used to contribute to children's summary assessments and next steps in learning. An abundance of high quality information detailing how children are learning and how the setting is run is displayed around the setting, indoors and out. Parents' surveys are conducted, analysed and used effectively to guide improvements to the early years provision. Family fun days are held and they celebrate occasions including Mother's Day and Father's Day. This excellent and successful practice ensures each child's key person develops an exceptional knowledge of each child's backgrounds and needs and that parents and carers are

fully included and share their knowledge and skills.

The success of this setting is due to the exemplary understanding of excellent early years practice. The leaders and managers of this setting communicate ambition and drive and secure improvements highly effectively. The high quality of the service is recognised by the company's comprehensive internal monitoring processes. The setting's excellent practice is disseminated to other settings in the company. The setting also subscribes to independent quality assurance schemes. This reflects the setting's effective sustainability and effective organisation. All recommendations made at the last inspection have been successfully and fully addressed. As a result, planning and assessment processes have been improved to maximise learning outcomes across all areas of learning, and policies and procedures effectively promote and protect children's welfare. The setting has successfully embedded a culture of reflective practice and self-evaluation that has established an accurate understanding of the strengths and priorities for development. For example, the setting is currently extending the systems used to monitor and evaluate outcomes for learning in all areas and for different groups of children. This will further extend the setting's potential to continue to improve outcomes for children.

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

Children make consistently good and often excellent levels of achievement. This is because there are exemplary systems in place to ensure each and every child receives enjoyable and challenging developmental experiences that are tailored to meet their individual needs.

Children make rapid progress in developing skills for the future because expert knowledge of the learning and development requirements is used to inspire all children to learn and progress. All members of staff are skilled in supporting children's emerging language and they are effective in challenging more able children to express their thoughts and feeling through the use of open questioning. Excellent emphasis is given to supporting children's interest in books, which effectively supports children's vocabulary and awareness that print carries meaning. Attractive and well-stocked book areas both in and out of doors capture children's interest. Children who are still in the baby room display high levels of interest in books. They select their favourite book, holding it correctly, pointing to things that interest them and turning the pages over to see more. Every month each room in the setting has a featured book that is made available to parents to promote and continue learning at home. Displays, role play activities, puppets and craft making bring the story alive and help children to sequence the events of the story. The current story for the rising three's room is about a caterpillar turning into a beautiful butterfly. This is brought to life with resources that allow the children to view a real egg and the butterfly's life cycle at first hand on a daily basis. Non-fiction books and magazines are also used exceptionally well. For example, children recall their experiences of the recent Royal Wedding. They demonstrate how much they have learned about the event through the varied range of activities they have taken part in, including identifying the United

Kingdom on the world map.

Good practice guidance is used to steer practice in relation to supporting children's understanding and awareness of sounds and letters. Some children in the pre-school room display high levels of interest and ability in blending and segmenting the sounds of spoken words. This is a skill that underpins future literacy. Children's awareness and understanding of shape and size and use of number is effectively fostered by the learning environment, resources, singing songs and adult vocabulary. Daily routines are captured well, for instance, challenging children to use their understanding of number to find the total number of items in two groups. A computer station offers children continual opportunities to use information technology and a wonderful range of interactive resources foster children's interest and understanding of simple technology. Some children display high levels of skill navigating around software programmes.

Children make significant gains in their learning because the organisation of the setting and innovative teaching methods motivate and enable them to develop high levels of independence, curiosity and imagination. For example, children are learning about innovative ways to use recycled materials. The setting is including parents, children and the local community in collecting used plastic bottles that will be used with the children to make a greenhouse in the outdoor area. The large and wonderful weeping willow tree is used to capture and fire children's imagination with stories of magic fairies and leprechauns. It is also used as a natural cover to allow children to continue playing outdoors when it is raining. A natural slope in the garden is used very effectively to teach children about taking appropriate risks. Children learn the precautions they need to take to keep themselves safe when going down the slope on wheeled toys.

The outdoor area is specifically and successfully organised and resourced to inspire children to become active learners. Activities and resources indoors are planned and organised so that they can be accessed by children of differing abilities. They are rich in positive images of diversity which help children to recognise and value similarities and differences in themselves and others. Displays of children photographs, examples of their work and family photograph books contribute strongly to promoting a sense of belonging for children. An achievement tree and love tree help to recognise and celebrate achievements and consideration of others. At all times all staff members are eager to continually develop strategies to enable children to take a dynamic role in the environment. Current plans include picture menu boards for children. This will further extend children's inclusion in the day-to-day running of the setting.

Children have wonderful opportunities to engage in a wide range of physical activities, both indoors and out, to secure their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. For example, children are invited to join in ballet classes which promote their awareness of posture and flexibility. Pre-school children take part on a football session each week which is taught by a qualified coach, helping them to develop physical skills and to gain control over their bodies.

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