

Beehive Pre-school

Inspection report for early years provision

Unique reference number 108439
Inspection date 21/06/2011
Inspector Aileen Finan

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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 Pre-School registered in 1982. It is a committee run group situated in Maidenhead, Berkshire. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 24 children between two years and eight years of age at any one time, of which 24 may be in the early years age group. Currently there are 53 children on roll within the early years age group. The pre-school is open each weekday from 9.00am to 3.00pm term time only. All children share access to two secure outdoor play areas. The pre-school welcomes children who receive funded nursery education from 2 years of age. Children with additional needs and those for whom English is a second language are supported well. Children come from the local and surrounding area. They may attend for a variety of sessions which includes mornings, afternoons, lunchtime and all day.

The pre-school employs seven staff including the manager. The Manager and five other staff hold appropriate early years qualifications. A further staff member works with the pre-school to support children with additional needs. She is about to start an appropriate early years qualification. An administrator also works closely with the staff.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the quality of the provision is good. Most children are making strong progress in their learning in relation to their starting points. Effective arrangements are in place to safeguard children and keep them healthy. Those in charge have an accurate understanding of the pre-schools strengths and minor weaknesses and are taking effective steps to support ongoing improvement. Links with parents and other agencies are firmly in place.

What steps need to be taken to improve provision further?

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

- enhance children's understanding of their wider world, using parents/carers as a partnership and link between home and school learning so children ask how things work, understand similarities and differences, explore and investigate in purposeful ways in order to develop their future skills further and prepare them for transition to school
- update the pre-school policies and procedures.

The effectiveness of leadership and management of the early years provision

Children are cared for well at the pre-school by staff who understand the Early Years Foundation Stage framework and who are aware of individual children's needs. Nearly all staff hold appropriate childcare qualifications and two are qualified early years teachers. Staff are aware of the procedures which keep children safe and enhance their well-being; however, these policies have not been updated recently. The staff and committee appreciate that these need reviewing and updating and they have started to implement the maintenance of these records. Staff are clear about the procedures which safeguard and protect children and understand their responsibilities to take should they have a concern about a child in their care. All staff have completed safeguarding children training. Risk assessments are robust and ensure children are kept safe indoors and outdoors. Children demonstrate that they are aware of how to keep themselves safe. Practice for the recruitment of staff is strong, although turnover of staff is low and many have worked at the pre-school for a long period. Staff training is robust and supported well. The pre-school has a clear vision for the future. Staff build on one another's strengths. They have effectively evaluated their strengths as practitioners.

The manager, leadership team, staff and committee are enthusiastic and channel their efforts to good effect, ensuring that activities and the provision is monitored to continuously improve the outcomes for children. Children's progress in relation to their starting points is strong. Furniture, equipment and resources are of a high quality and suitable for the ages and stages of development of the children attending. Staff are very committed and deployed effectively, which in turn ensures the environment is conducive to children's learning. As a result children thrive and benefit from their time spent at pre-school. Staff are very much aware of children's backgrounds, their likes/dislikes and their interests. Staff clearly identify any gaps in learning, those children more able and those who need additional support. They work well with other agencies and professionals and partnerships are well established with health visitors, local schools, the local children's centre, health visitor teams and speech and language. Children for whom English is an additional language and those with learning difficulties and/or disabilities are supported well. Staff engage well with parents, who are very positive about the pre-school and their children's development. Staff inform parents about children's progress and achievements. There are clear and accessible channels for parents to communicate with the pre-school staff. The pre-school displays its certificate of registration, insurance and information about Ofsted as the regulatory body. Children's records are kept confidentially. Registers, accident, medication and incident documents are completed appropriately. The pre-school has met the recommendation set at the last inspection.

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

Children and their families are warmly welcomed into the pre-school. Staff have a strong knowledge of children's learning and development which promotes their social, physical and economic well-being. Staff plan well and activities for individual children, small groups and the group as a whole are tailored to meet children's needs. Children are motivated to learn and take responsibility for small tasks. They play happily alone and with their friends. All areas of learning are planned for in both gardens and indoors in the main hall and in the smaller room used for small group work. Children can easily access their resources. Children are consistently making progress in relation to their individual capabilities and starting points. When children initially attend a profile sheet is completed which provides staff with useful information relating to children's starting points. Soon after lengthy observations are made in all six areas of learning and are later collated into a 'milestone' chart which informs the child's key person of any gaps in learning/development and each child's strengths. These processes are ongoing and enable staff to plan for children's next steps, identify their interests, plan for extended learning for more able children and give support to those who need more help. Discussions with parents are made at the end of each term and parents are provided with ideas about how to extend their children's learning at home.

Excellent small and larger group work takes place with the children through adult-led activities. Children practice phonics, count, discuss the weather/date/days. They listen intently to songs and offer their suggestions about what is happening next as the staff member reads 'New trainers - A story about Chip'. They join in excitedly with action songs. Older children take home reading books and when returned the staff talk to them about what happened in the story and what they enjoyed about the book. Children are encouraged to be active learners. Staff encourage the use of descriptive words and children talk about making the letter larger, bigger, enormous and gigantic. Children's understanding of technology is enhanced as staff use the interactive whiteboard for group work and children have opportunities to use laptops, headphones and printers as they learn.

Children practise for sports day in the back garden. They are all willing to take part and enjoy the session immensely. Children listen and follow instructions which the staff skilfully explain. Children push wheelbarrows picking up items and returning them, running round the crate at the end of the track. They balance on beams, go through hoops, dress up, concentrate as they carry the egg and spoon, and work as a team in a timed race to collect balls in a bucket. Children count the balls out together from one to 20 for the green and one to 18 for example for the blue team. Children understand the concept of 'ready, steady, go' and thoroughly enjoy the last race named 'Grand Prix' as staff push them up and down the track in plastic cars.

Children's progress in communication and literacy is developing well. This aids their confidence and self esteem, especially during the transition to school. Overall, children are developing a sound understanding of their wider world. They have started to show an awareness of others' similarities and differences and to respect

these. However, this area could be developed further to encourage children to further expand and widen their curiosity and enhance their skills for the future even further. Children get lots of exercise and fresh air. In the front garden they ride tricycles and sit-on cars, jump about in the large sandpit, play in the house, go down slides and climb on the frame. Most children understand what constitutes a healthy lifestyle. They understand to wash their hands before eating their snacks, provided by parents each day and consisting of different fruits. Children become independent as they pour their drinks and sit chatting to friends. Children are secure and demonstrate a sense of belonging to the pre-school. They behave well and know what is expected of them. They understand how to keep themselves safe, through for example, fire drills and listening to instructions. Children have warm bonds with the staff and show respect to themselves and their friends.

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	1
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

The quality of the provision in the Early Years Foundation Stage	2
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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	1
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