

# Beehives Under Fives

Inspection report for early years provision

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<b>Unique reference number</b>	106078
<b>Inspection date</b>	12/09/2011
<b>Inspector</b>	Ruth Thrasher

<b>Setting address</b>	Young Salcombe Centre, Gould Road, Salcombe, Devon, TQ8 8DU
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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).

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**

Beehives Under Fives opened in 1984 and is run as a community business with the manager having day to day operational responsibility. It operates from the Young Salcombe Centre, close to the centre of the town of Salcombe in the South Hams District of Devon. Children have access to two rooms and an enclosed outdoor play area, with sole use of the building during opening hours. The building is single story and there are a couple of small steps to the entrance and to the outside play area. It is open each weekday during term time from 9.00am to 3.00pm and provides occasional holiday care.

The pre-school is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 26 children may attend at any one time, and of these, not more than 9 may be aged 2 years at any one time. There are currently 19 children in the early years group on roll, aged from two to under five years. The pre-school supports children with special educational needs and/or disabilities.

There are five members of staff, four of whom hold Level 3 early years qualifications and one has a Level 4 qualification. The pre-school provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Children flourish in the pre-school and make very rapid progress in their learning and development. This is due to the exceptional enthusiasm and commitment of staff, who share this excitement with the children. Staff have a highly comprehensive understanding of the individual needs of the children and plan an imaginative range of activities to provide optimal challenge. They consistently review all aspects of the provision in order to continuously improve outcomes for children. Overall, excellent partnerships with parents and other agencies ensure all children's individual needs are fully met.

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

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

- enhancing methods of working in partnership with other settings to support

children's development and progress.

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

Staff demonstrate an excellent understanding of safeguarding issues and steps to take, should they have concerns about a child. This is supported by regular training and comprehensive and robust policies. All aspects of children's safety are considered, for example there is a bell in the outside play area to enable staff to summon help in an emergency. There are very effective procedures in place for safe collection of children. The policies in place to ensure the suitability of staff are rigorous and include Criminal Record Bureau checks, a thorough induction program, with weekly reviews for the first month and staff appraisals every six months. Thorough risk assessments and daily safety checks ensure children's safety within the premises and on outings.

The manager and staff are passionately committed to provide the best quality care, and their ambition is to continuously improve outcomes for children. This is evidenced by the constant reviewing of policies, which are seen as working documents to develop and shape practice. Self-evaluation is used effectively to reflect on the quality of the provision and a rolling action plan shows targets and records, when they are achieved. Ongoing training enables staff to keep refreshed and gives them new ideas.

Staff are strongly motivated by the desire to see each child reach their full potential and shine. They treat each child as an individual with unique learning needs. The planning of activities is extremely well tailored to each child's interests and needs, ensuring that the pre-school is fully inclusive and enables all to make excellent progress. Staff ensure, that children have access to high quality resources and activities that develop their awareness of diversity in society. For example, children learn about disability and what the disabled access symbol means. There are images throughout the pre-school that show positive images of people in different occupations and challenge stereotyping by ethnicity, age, gender or ability.

The pre-school has a rich, varied and imaginative range of resources that are used extremely effectively to support children's learning. Staff constantly review the resources provided, and how they are displayed to ensure that children obtain maximum benefit. They have some very unusual resources that fascinate children and help them discover or develop new skills, such as the light box, magnetic mini-beast table and remote controlled bugs.

The pre-school is highly committed to working in partnership with others and works very closely with other agencies and professionals to meet the needs of children. Overall, staff have a very good understanding of the need to share information and work in partnership with other early years providers, which is currently mostly done through verbal discussion. Parents and carers spoken to, were full of praise of the high quality of the provision, commitment of staff and the excellent progress their children were making. Staff use imaginative approaches to

work in partnership with parents, for example they produce leaflets on different areas of learning and organise social events to share information about subjects, such as language development.

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

There is a calm atmosphere within the pre-school, with children thoroughly absorbed in activities. They have many opportunities to make choices in their play and select from high quality resources. Staff make excellent use of observations to plan the next steps in children's learning journeys. They know the children and their individual needs well, and use this knowledge to provide activities to ensure children make progress and receive optimal challenge.

Children play indoors or outside as they choose for most off the session. They grow vegetables in the garden and pick the ripe tomatoes to share at snack time. This helps them understand where their food comes from and the importance of a healthy lifestyle. Children develop physical skills as they climb on the wooden pirate ship; learn about music as they use different implements to beat sounds and rhythms on the metal fence; and develop their mark-making by using different sized brushes to paint water on the wall.

Children make excellent progress in problem solving, due to very effective support from staff, who use open ended questions to develop and extend children's thinking in their play. They introduce activities such as, the tray game, when children have to count how many objects are left on the tray and say the initial letter sounds of the objects, which provides support for language and numeracy. Children particularly enjoy the 'spaghetti soup' game. They make a soup of objects, all but one beginning with the same letter, and find the odd one out. Children have many opportunities to try things out for themselves and experiment, finding out how things work. They learn about technology as they operate the three-way control for the remote controlled bugs. They show very good levels of concentration, as they match the lids on different containers and develop their co-ordination, as they screw tops on small plastic bottles.

Staff rapidly respond to children's interests, which are flexibly integrated into daily activities. For example, children asked if they could play hospitals and after lunch the role play area was transformed with appropriate resources. This fascinated the boys as well as the girls, who had requested it, with the boys showing great care as they nursed the dolls and made them better. Children learn to keep themselves safe when playing. They learn to take turns and look out for other children at the bottom of the slide, or why they cannot play outside whilst workmen cut the grass bank behind the pre-school.

Children's personal and social development is significantly enhanced by the very clear boundaries and high expectations of staff. Children are given a number of prompts to remind them how much time is left before the next part of the daily routine. They choose the music they want to play when they help tidy up. They

learn to appreciate the impact of their actions on others and that people have different lifestyles and abilities. As a result children are making outstanding progress and developing excellent skills for future 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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