

The Beehive

Inspection report for early years provision

Unique reference number	123074
Inspection date	12/10/2011
Inspector	Angela Jackson

Setting address	St. Margarets Church House, Putney Park Lane, London, SW15 5HU
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Type of setting	Childcare - Non-Domestic

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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*.

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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 was registered in January 1998. It is privately owned and one of a small chain of pre-schools which have a shared ethos but which operate independently. The nursery operates from two large rooms in a church hall located in Roehampton, in the London borough of Wandsworth. Children have access to a garden within the church grounds. The nursery is open every weekday during term times from 9.10am until 12.20pm, except on Tuesday and Thursday when sessions finish at 3pm. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is registered to care for a maximum of 41 children from two years to under eight years at any one time. There are currently 36 children on roll aged from two years to under five years. Children attend for a variety of sessions. The nursery is funded to provide free early education for children aged three and four years. It supports children who are learning English as an additional language. The nursery employs ten staff. Of these, six hold qualifications at levels 2, 3 and 4. In addition, specialist teachers run weekly sessions of dance, music, drama, sport and karate.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery provides a safe and very exciting learning environment where children make excellent progress in most aspects of their learning. Partnerships with parents and other professionals are exemplary and contribute significantly to meeting the needs of all children. The nursery is fully inclusive and staff place great value on the uniqueness of each child. Staff continually reflect on their practice and are exceptionally successful in working towards ambitious targets. They demonstrate a very strong capacity for continuous 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:

- make further improvements to the book area to encourage children to use it more often.

The effectiveness of leadership and management of the early years provision

The welfare of children is of paramount importance. Extensive recruitment processes and regular suitability checks for staff help to protect children very effectively. Staff are extremely knowledgeable about safeguarding issues and there are clear lines of referral for managing concerns. Regular and thorough risk

assessments take place to minimise dangers on the premises. Staff accurately identify hazards and take effective action as necessary. Daily checks of the entire premises and gardens mean that children can move safely and independently between different rooms and activities.

Staff organise most aspects of the nursery's resources exceptionally well. They make extremely good use of specialist teachers who come into the nursery to offer a very wide range of exciting activities.

Equality is at the heart of the nursery and staff have an excellent awareness of the needs of all children, including those who are learning English as an additional language. As a result, staff plan challenging activities and events, which suit individual children very well. The excellent skills and enthusiastic support of staff mean that children make very good progress and are confident to explore new ideas. An exciting range of resources and activities reflecting diversity very effectively help children to become respectful of others.

The process of self-evaluation is rigorous. Staff take exceptional account of the views of children and encourage them to actively contribute to planning. For example, each week children use an electronic photo frame to scan and make choices from a catalogue of activities and resources. This process provides a very valuable insight into children's preferences. The nursery places a very high value on listening to children's voices, along with the views of parents and staff. As a result, children have very high levels of self-assurance and a tremendous sense of belonging. Plans for the future are realistic and very effectively challenge previous practice. Staff and management work very well together and successfully drive towards ambitious aims. The nursery shows a very strong capability for continuous development.

Parents remark that the nursery is a 'little gem'. Staff form very close working relationships with parents and fully include them in their children's learning. For example, parents are able to buy a 'yearbook' which is full of photos of children enjoying activities. Parents are able to share these with their children very effectively, such as helping them to clearly remember their time in the nursery during the long summer holidays. Parents also enthusiastically attend a wealth of visits to interesting places with their children and nursery staff. As a result, parents are very aware of how well their children are progressing and enjoying nursery life. Partnerships with other professionals include very strong links with local schools. Children develop an excellent understanding of people who are different from themselves when they meet children with special educational needs and/or disabilities at other schools. In addition, they contribute to fund-raising activities with parents and staff to raise money for disadvantaged children. For example, they make cakes for the local brownie group which caters for children with disabilities.

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

Children develop a very strong sense of how to stay safe. They very confidently discuss the dangers of using sharp scissors and explain how to hold them to avoid injury. They derive huge benefit from the many visits they have from the emergency services and from other professionals. These experiences help them to

gain a very valuable insight into how to manage dangers and who to go to when worried. Other activities and visits very effectively enhance children's understanding of healthy lifestyles. Children learn about the best way to care for their teeth from visiting dentists. They take part in an extensive range of activities that develop coordination and muscle control. All children participate in ballet and sports coaching each week. In addition, some children join the weekly karate class. Children stretch and bend, turning their bodies and exercising muscle control with a high level of confidence. They play outside in the fresh air every day, running, cycling and balancing, using an excellent range of equipment. These activities significantly contribute to their health and well-being.

Children eagerly choose books before sitting down for a healthy snack. They enjoy looking sharing stories with staff and friends. Recent improvements to the book corner make it more comfortable with the addition of some cushions. However, children still use this area less than other areas. Children show high levels of fascination of a puppet's antics as he muddles lines in nursery rhymes. They listen intently for him to mix up his words so they can correct him. They laugh with delight and gain great benefit from this imaginative way of introducing listening skills and new vocabulary. The use of drama and songs by staff is exemplary. A visiting drama company provides children with highly innovative ways to express themselves. In addition, children play unusual musical instruments, such as the bouzouki and accordion, which strongly encourages their creativity.

Children are developing excellent skills for the future. They enjoy highly motivating lessons incorporating number, letters and sounds. For example, they handle and explore relevant objects, such as a fresh apple, a toy bee and a soft toy cat. A stimulating discussion about texture very effectively extends children's learning. Children who are learning English as an additional language develop literacy skills very quickly as a result of excellent staff support. Children are enthusiastic gardeners and visit their allotment a few times each year to plant, dig and pick vegetables and fruits. They learn about the needs of young babies when parents bring in younger siblings to play. Superb experiences for developing children's understanding of the natural world include learning about cats and kittens through hands-on interaction and care. Children fully embrace creative experiences, which staff often ingeniously link to the use of new technology. For example, children use electronic media to produce works of art which staff display so that visitors can admire them. This very successfully helps children to develop high levels of confidence in their learning. Children interact positively with staff and each other. They behave extremely well and have excellent social skills. A wide range of images and resources very effectively reflect differences, such as disability, age and ethnicity. These resources very successfully help children to respect diversity in the community and wider world.

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

The quality of the provision in the Early Years Foundation Stage	1
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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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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