

The Beehive Childcare Group

Inspection report for early years provision

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Inspection date	28/11/2011
Inspector	Andrea Snowden
Setting address	Eaton Parish Hall, Colman Road, Eaton, NORWICH, Norfolk, NR4 7HA
Telephone number	01603 259193
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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*.

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 Childcare Group was registered in 1984. It operates from Eaton Parish Hall in Norwich, Norfolk. The setting also runs out of school care in the adjacent Colman Infant School. Children use the 'honeypot room' when they first attend the setting and then move up to the main playroom when ready. There is a third playroom for physical play activities and this is also used for meals. There are two outside play areas.

The setting is open each weekday during school term time between the hours of 8.30am and 2.50pm, except Wednesday when the session begins at 11.50am. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 34 children may attend the setting at any one time and there are currently 85 children on roll attending on a part-time basis, some of whom receive funding for early education. The setting supports children with special educational needs and/or disabilities and also children who speak English as an additional language.

The group is managed by a voluntary committee of parents who employ a team of eight staff. The manager is significantly experienced in childcare and has a degree level qualification. All other staff are well qualified in childcare. The setting receives support from the local authority early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are making good progress in their learning and development and are well provided for within the Early Years Foundation Stage. The needs of all children are exceptionally well met through recognising the uniqueness of each child, and highly effective partnerships with parents have been established. Children are safe and secure and settle quickly in this welcoming setting. The planning for improvement, including the process of self-evaluation, is good and ensure the outcomes for children are well promoted.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare). 31/01/2012

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

- ensure all staff have an up-to-date understanding of safeguarding issues
- consider methods to improve the nappy changing facilities so that children's

health and comfort is assured.

The effectiveness of leadership and management of the early years provision

Children are taught and cared for by staff who are experienced and well qualified. Most staff have a good understanding of procedures in order to protect children from abuse, although some are not totally clear about the possible signs and as a result may delay in making their concerns known to the designated member of staff dealing with safeguarding issues. Clear policies and procedures are in place and aid the smooth running of the setting, ensuring children's welfare is promoted. Robust risk assessments are in place to ensure hazards are minimised on the premises and when walking to the school, however, outings, such as going to the shop, have not been fully risk assessed to identify potential hazards and address these. Toys and equipment and use of resources are exceptional. An excellent range of well-maintained toys are readily accessible to all children and are organised with care and consideration to providing a learning environment of high quality. Staff work in a coordinated fashion to transform an empty hall into a stimulating and exciting place to learn.

Children with specific needs are very well supported because the setting is committed to equality and providing an inclusive service. Individual plans with specific targets enable staff and parents to closely monitor and evaluate children's progress, supporting them in reaching their full potential. Training has been attended to promote the development of language in the setting and families for whom English is an additional language are valued and included through a comprehensive range of measures, including offering documents in different languages, pictorial information and translation services. The setting highly values children as individuals and encourages them to understand similarities and differences. There are many resources to support this and children sing songs.

The partnership with parents is outstanding. They receive high quality information about the setting on joining and are effectively supported in settling their children. Parents consistently contribute what they know about their child from the first day onwards. They add comments to children's diaries about what children have been doing at home, and as a result staff are able to organise activities according to children's interests, ensuring children are motivated and keen to learn. Children attending other early years settings benefit from continuity in their learning because the settings liaise about children's development. Transitions into school are handled effectively.

Staff continuously use reflective practice to make improvements in their practice. The monitoring systems are robust, and as a result children flourish from improvements in the organisation, for example, introducing the 'honeypot room' for young, less confident children to settle. Plans for the future are ambitious and well targeted to bring about change to benefit the children, for example, renovating the garden areas to create a more child-centred environment. The self-evaluation process involves seeking the views of all staff and parents and these are

implemented whenever possible, valuing their contributions to the running of the group.

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

Children are well settled and happy in this setting. They are nurtured by staff who are enthusiastic and effective practitioners and a warm rapport has developed. Staff make good use of questioning to promote children's understanding and create learning opportunities which extend and challenge them. Frequent observations are made and these are used effectively to plan for children's development. As a result, children are making good progress towards the early learning goals.

Strong friendships have formed between the children and they seek out one another to play games. They show care and concern for each other and have learned to respect and value others. Children enjoy stories with adults and handle books independently, looking at pictures and talking about what they see. Older children write their names on their artwork, while younger children use mark-making equipment or draw letters in the sand with an adult. Children talk eloquently and use language descriptively and excitedly. Children excitedly join in with songs, practising for their Christmas concert. Children are eager to demonstrate their counting skills and some count with ease to 20. Children use mathematical language in their play and use estimation when answering staff's questions, such as 'how many do you think there will be?'. Magnifying glasses and binoculars are freely available for children to examine a variety of plastic bugs. Children have sewn grass in the garden to create a new lawn area and puzzles depicting life cycles help children understand about growing and nature. Children use small tools in a variety of ways, for example, scissors, glue sticks and paintbrushes. Their large muscles are developed during physical sessions and when playing in the garden, for example, balancing on stilts and riding trikes. Children hold their hands to their chest to feel their hearts beating to learn about impact of exercise on the body. Role play is well organised to promote children's imagination, for example, enabling them to act as their favourite characters. Children explore musical instruments, mix colours at the paint easel, and make models from the play dough, using a wide variety of media to make creative artwork.

Children behave in ways that are safe for themselves and others because staff remind them about using equipment safely, talk to them about road safety and empower them to stand up for themselves. Visitors to the setting, such as the police, help children recognise and trust people who will help them. Children's understanding of healthy lifestyles is well fostered. They eat healthily and learn good hygiene habits, washing their hands with soap and water following the pictorial displays. Nappy changing is conducted hygienically by staff, but children are changed on a small mat on the bathroom floor. As a result, children's limbs are often touching the damp, cold floor, potentially compromising health and comfort.

Children's ability to make a positive contribution is outstanding. They have a

heightened sense of belonging in the setting and respond exceptionally well to staff's expectations. Children are consistently encouraged by staff, and as a result behave impeccably, are well mannered and offer to help without any prompt from staff. Children are involved in local charities and visit homes for the elderly to sing songs to them, involving them in community life.

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	1
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	1

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	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	1
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