

Beehive Day Nursery

Inspection report for early years provision

Unique reference number EY425063
Inspection date 16/09/2011
Inspector Sarah Clements

Setting address Rose Lane, BUNGAY, Suffolk, NR35 1DQ

Telephone number 01986 896 304
Email office.beehive@googlemail.com
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

Beehive Day Nursery was established in 2004 and registered in different premises in 2011. It is privately owned and managed and operates from a converted building, close to the centre of Bungay in Suffolk. Children share access to a secure enclosed garden area for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 8am to 6pm. Children are able to attend for a variety of sessions. A maximum of 42 children may attend the setting at any one time. There are currently 58 children attending who are within the Early Years Foundation Stage. The nursery also offers a breakfast and after school club for children who attend the local primary school. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. Funded early education is provided for three-and four-year-olds. The nursery is currently supporting a number of children with special educational needs and/or disabilities and has strategies in place to support children who have English as an additional language.

There are 15 members of staff who work directly with the children, 13 of whom hold relevant early years qualifications to at least level 3. Two staff, including the manager, hold Early Years Professional Status. The nursery has an award through the Suffolk Quality Assurance Scheme.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are provided with good levels of care and make steady progress in all areas of their learning and development. They feel very safe and settled as they explore an environment that is resourced generally well to meet their individual needs and interests. Staff engage effectively with parents, carers and other external professionals to ensure good continuity of care for all children. The setting is inclusive and strategies to support children with special educational needs and/or disabilities are successful. The experienced and well-qualified team of staff are reflective in their approach and demonstrate a good understanding of how they intend to bring about further improvements to outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the deployment of staff is flexible enough to respond to and meet the needs of individual children, this particularly relates to the organisation of nappy changing routines and provision of outdoor play
- develop the assessments further to ensure children's progress is systematically tracked against the expectations of the Early Years Foundation Stage

- offer a wider range of resources in the Baby Room and Toddler Room to ensure children's play is supported and extended throughout the session.

The effectiveness of leadership and management of the early years provision

All staff complete a relevant safeguarding training course and are clear about their responsibility to liaise with the appropriate child protection agencies if they become concerned about a child's welfare. The manager ensures that the nursery's written safeguarding children procedures are kept fully up-to-date and readily available to staff, parents and visitors. Robust recruitment and checking procedures are followed to ensure all adults who come into contact with children are suitable to do so. Children's safety and security in the nursery is enhanced by careful monitoring of arrival and departure arrangements and effective daily risk assessments. In the main, staff are suitably deployed across the nursery, however, the arrangements for staffing are not always flexible enough to meet children's individual needs. For example, staff are often required to leave the Baby Room to manage nappy changing routines and this means that there are times when there are less staff available to offer full support to the remaining children.

Since the last inspection, the setting has undergone a major period of change involving a move to new premises. The manager and staff have reviewed and monitored many areas of the provision to ensure the layout of the premises and equipment is conducive to children's learning. The manager makes good use of the Ofsted self-evaluation form and is beginning to extend this to include feedback from the wider staff team and parents. As a result, the setting has an agreed vision for the future of the nursery and has well-defined plans for making improvements to the provision for children. For example, the staff intend to continue their development of the garden area to maximise outdoor learning opportunities.

All children are valued and treated with equal concern, with any specific needs being met sensitively through discussion with parents and outside professionals. On admission to the setting all required documentation is completed in partnership with parents, including a 'My Unique Child' booklet which provides valuable information about each child's background, current skills and care needs. There are good opportunities for parents to get involved in the nursery's 'family day' events and to support their children's learning. For example, children's reading skills are enhanced when they choose books from the lending library to enjoy with their parents at home. Children experience a smooth move into full-time school because the setting has well-established links with the local primary school. There are opportunities for children to visit their new school and teachers are able to meet their needs from the beginning due to the information shared in each child's learning journey record.

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

Children are settled and enjoy their time at the inclusive and welcoming nursery. An effective key person system enables staff to get to know the children's needs and to offer them tailored support throughout their time at the nursery. The nursery has a range of quality resources to support children's learning across all areas of the Early Years Foundation Stage. However, at times, the selection of resources provided in the Baby Room and Toddler Room are less wide ranging. This means that children's curiosity is not always sustained and their learning is not supported and extended as well as it could be. Staff spend most of their time actively involved in the children's play but equally know when it is appropriate to step back and allow the children's own ideas to unfold. This enables children to explore their own role play situations and to learn to share and take turns within their peer groups. Children have daily access to the outdoor play area, with the pre-school children having free access to the outdoors throughout the session. The outdoor area offers a growing number of interesting resources and play opportunities which support children across all six areas of learning. For example, children enjoy sharing books as they sit together on the decked area and develop physical control as they balance on the tyres and low-level planks of wood.

Children like to build outdoor dens and use these to support their imaginative play as they pretend to be pirates and superheroes. From a young age, children develop secure skills for the future as they explore the uses of everyday technology. For example, babies learn to bring the telephones to their ear before babbling intently and older children explore the images they can see through an overhead projector. Children are supported to master their skills when using small apparatus, tools and equipment. For example, staff show children how to handle scissors safely during craft activities and support younger children to feed themselves with a spoon. Babies enjoy exploring the contents of various treasure baskets, feeling the different textures of the pine cones, silk scarves and brushes. Children learn about diversity and aspects of the wider world when they play with a small selection of resources, such as multicultural dolls and books featuring people with disabilities.

Staff get to know the children as they observe them as they play. Many of their observations are collated in a learning journey record for each child, together with meaningful photographs of the skills the children are mastering. In practice, the staff know how to extend children's play in order to promote the next steps in their learning. However, they are not making full use of the Early Years Foundation Stage guidance to track children's progress and ensure any gaps in their achievement are systematically identified. The staff give appropriate attention to promoting the communication needs of children who have English as an additional language. For example, they take time to gather key words and phrases in children's home languages and use pictures and symbols to enable children to convey their choices. The use of 'talking tins' further promotes the children's use of language as they record voice messages for each other and their parents.

Children are actively encouraged to behave appropriately in order to keep

themselves and others safe. For example, they learn about fire safety during a visit from the fire service and wait patiently for staff to hold their hands before stepping into the slippery paint tray. Good emphasis is placed on supporting children to lead healthy lifestyles. They are encouraged to clean their hands during appropriate times in the daily routine and older children are able to help themselves to tissues when they need to wipe their nose. Babies and children keenly sit together at lunch times to enjoy freshly prepared hot meals, brought in from the local primary school. The nursery is careful to monitor the provision of food to ensure it is balanced and not too high in sugar. Children in the Pre-school Room benefit from a rolling snack time, which promotes their ability to make choices and to manage tasks, such as, pouring, chopping and spreading for themselves.

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	3
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	3
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	3

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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