

The Hive Day Nursery

Inspection report for early years provision

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Inspector	Kerry Iden
Setting address	Ground Floor, Beadles School, 74 Church Road, Steep, Petersfield, Hampshire, GU32 2DG
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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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Description of the setting

The Hive Day Nursery registered September 1983. It operates from a self-contained building in the grounds of Beadles School in Petersfield, Hampshire. All children have access to two enclosed outside play areas.

The nursery is registered on the Early Years register, to care for a maximum of 15 children of whom no more than eight may be under two years at any one time. The setting care predominantly for children aged six months to three years. There are currently 31 children on roll. The nursery welcomes children with learning difficulties and/or disabilities and those who speak English as an additional language. The nursery operates each weekday from 8am to 5:30pm, term time only. The nursery offer collections from local pre-school settings.

Children come from a wide catchment area as many of their parents work in the school. The nursery is privately owned and the owner is a qualified early years practitioner who works full time in the setting. In addition, six members of staff are employed, all of whom are qualified.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery offers a family orientated environment where young children and babies are very settled and happy. Staff work very closely with families and others to follow the individual routines of every child. Additionally the setting identifies specific areas in children's development to support them, therefore children and babies are making good progress. Resources in the setting support all areas of children's learning and are starting to help children understand diversity in society. Flexible arrangements around meals enable parents to supply the food they want their children to have although water is not readily available at all times. The setting has some awareness of improvements they would like to make in the provision.

What steps need to be taken to improve provision further?

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

- ensure fresh drinking water is available at all times 29/06/2012

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

- promote positive attitudes to diversity through activities that encourage children to talk about similarities and differences to help them to learn to

- value their own and other people's lives
- develop systems of self-evaluation to identify and maintain continuous improvement

The effectiveness of leadership and management of the early years provision

Staff have a good understanding of child protection procedures, which they use to help safeguard children. The provider acts as the designated person taking overall responsibility in this area. Parents are made aware of the setting's responsibilities through the written procedures they are given. The setting is made safe with risk assessments and daily checks completed to ensure children's safety. There is a system for recruiting new staff, with appropriate checks made to ensure their suitability. Through inductions, observations and appraisals the provider also monitors the ongoing quality of staff's work. The staff work collaboratively with parents about the safe collection of children and keep them informed of accidents that occur in the setting. Children are taught to be safety conscious without being fearful.

The staff work well as a team and support the provider in the day to day operation of the setting. They have addressed all areas from their last inspection and are starting to evaluate aspects of the setting, in particular in their systems to monitor children's progress and identify future areas of development. Staff have an awareness of areas that they would like to develop and are able to contribute their ideas. The staff are reflective in the deployment of resources and regularly monitor the layout of the rooms. They set up different areas of the nursery for different types of play, enabling rest and quiet play when needed. Staff extend child-led play to challenge children further from their own choices. Therefore staff make good use of the available resources to extend learning. They are effective in supporting the individual needs of the children within the setting. They work with families and on occasions outside agencies to gain an understanding of children's individual requirements. They offer variety in activities to support all and extend more able children. Children are able to value others within the group and through some activities and resources are starting to be aware of others. Through planning based on individual observations children are supported to make good progress in their development.

The setting has highly positive relationships with parents and carers and relationships are well established ensuring each child has their individual needs met. The setting has successfully extended this partnership approach with other local early year's settings children move on to. Parents and carers receive information about children's achievements and progress, enabling them to support the children's learning. They can view written developmental information at any time, however due to the close relationships that are in place most sharing of information is through daily verbal communication. Parents report on their total satisfaction of the setting and how all staff are very approachable, supportive and offer very good communication.

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

Children are happy, settled and motivated in their play. Most demonstrate high levels of confidence and independence as they make decisions about their play. There is a relaxed family atmosphere with warm interaction between the children and also with all staff members. Staff use their detailed knowledge of families to meet the individual needs of the children in their care. The flexible arrangements to meals and sleeps enable children and babies to remain consistent in their routine from home. Staff are relaxed and effective in their teaching. They show an interest in children's play and enhance it further through open discussion and extension. Effective systems of observation support staff in planning future activities to support children's individual learning and development.

Children and babies feel very safe and secure. They know the routines of the day and confidently move about the different areas of the nursery independently. They are encouraged to take appropriate risks and rise to challenges such as physical activities in the garden. Children are also able to use a range of tools safely inside such as scissors through independent art work. Children's independence is also encouraged through routines such as meal times. They adopt good personal hygiene routines as they eagerly visit the bathroom to wash hands knowing its snack time. Staff follow individual routines and prepare meals supplied by the parents. Snack and meal times are a sociable occasion. Staff remind children about the importance of drinking lots as it's a hot day although water is not readily available at all times. A wide range of physical activities promotes children's coordination, skill and physical capabilities. Outdoor play is a part of each day enabling children to get a good balance of indoor and outdoor activity. Therefore children are increasing their understanding about maintaining a healthy lifestyle.

Children, including babies display a strong sense of belonging. They are confident and build strong relationships with both adults and their peers. They share resources well and on occasions some show spontaneous acts of kindness. Some take toys to unsettled babies or place sun hats back on the heads of others. Children explore and investigate the different activities available to them that promote all areas of learning. Some investigate with tactile activities mixing the sand with the water and announcing they are making everyone pie. Others enjoy the challenge of building the train track and understanding the properties of magnets as they join the trains together. Children are proud of their efforts in their play and work. They show off their art work, explaining the details of their pictures and are keen to nurture the newly planted flowers, knowing they need to take care of them. Language and communication is promoted throughout all play. Through shared stories children are encouraged to predict what might happen next and some confidently make their suggestions through singing activities. Therefore children and babies are well equipped with the skills they need in order to secure 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

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	3

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	3
The effectiveness with which the setting deploys resources	2
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	3
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	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	2
The extent to which children develop skills for the future	2

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