

Beehive Nursery (Southam)

ST JAMES ROAD, SOUTHAM, WARKS, CV47 0LY

Inspection date	08/03/2013
Previous inspection date	09/05/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children who speak English as an additional language make very good progress as staff are skilled at accessing resources and planning activities that support their individual needs.
- Children are making good progress in their communication and language as there are a broad range of activities that support opportunities to become involved in conversation and share their experiences with others.
- The key person system supports effective engagement with all parents. Parents are able to readily access their child's assessment records and are kept well informed about their children's progress.
- Children are prepared well for the next stage in their learning. They are independent and staff forge effective links with local schools to ensure children are offered good levels of support at times of transition.

It is not yet outstanding because

- There is scope to encourage younger children to further explore the floor area by placing big sheets of plastic or paper on the floor so that babies can be near to it, or crawl on to it, to make marks.
- There are further opportunities during child-led activities for staff to demonstrate the language for shape, position and measurement.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector and the manager of the nursery conducted a joint observation of activities that involved children and staff.
- The inspector looked at a range of documentation that included children's assessments, information on the children and policies.
- The inspector observed the interaction between staff and children in all areas of the nursery used by the children.
- The inspector held meetings with the nursery manager and the area manager.
- The inspector also took account of the views of parents spoken to on the day of the inspection.

Inspector

Susan Rogers

Full Report

Information about the setting

Beehive Nursery (Southam) was registered in 1996 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises in the Southam area of Warwickshire, and is managed by Bright Horizons Family Solutions. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs 16 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3, and three hold level 2.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 96 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- encourage younger children to further explore the floor area by placing big sheets of plastic or paper on the floor so that babies can be near to it, or crawl on to it, to make marks
- improve the opportunities during child-led activities for staff to demonstrate the language for shape, position and measurement.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

All staff have a good understanding of the Early Years Foundation Stage and use their knowledge to support children's individual learning needs. A wide range of activities are provided that ensure all children have good opportunities to make expected progress towards the early learning goals. This helps them make good progress in acquiring skills for the next stage in their learning and when they move on to school. Children have individual assessment records with observations and photographs of their activities. These are accessibly stored so parents and children can look at them. This keeps parents in touch with their child's progress and helps them to continue with their child's learning when they return home. Regular discussions, daily diaries and social activities that include

parents ensure that they are actively included in their child's learning.

Children's communication skills are given priority as staff support their language development through explanations given during everyday routines and activities. They regularly ask questions which encourage children to problem solve and respond to additional challenges. Staff understand how to explore additional learning opportunities, enhancing children's progress through their knowledge of each child's abilities to promote further learning and play experiences. Children who speak English as an additional language are provided with very good support. Close working partnerships with parents enable them to be closely included as they provide the nursery with words and phrases in the child's own language. Books in the child's own language and access to a talking pen further extend the support provided and ensure children's own cultures and language are fully valued. A wide range of play experiences, that are effectively balanced by both child-initiated and adult-led activities, ensure that children enjoy their play and make good progress. Individual support for children, and opportunities for them to learn as part of a group, are effectively organised by staff. Staff become actively involved in children's play as they model language and extend children's vocabulary by introducing new words. They instigate conversations with children about their own experiences and encourage them to talk about their opinions and what they enjoy.

Staff stay on the floor with younger children and communicate effectively through eye contact, gestures and easily understood conversation. Babies join in with group singing activities where some are learning to match movements to words. Staff introduce percussion instruments so children can make sounds to accompany songs and music. This extends their small muscle skills as they learn to handle and move instruments to make sounds. Babies readily approach staff for cuddles and reassurance or to share their favourite book. They confidently explore the interesting environment and enjoy climbing steps and using the small slide. Babies who are learning to walk progress quickly as staff support their skills. They ensure that there is a range of stable and low-level furniture that supports their mobility and developing confidence. There is, however, further scope to use paper on the floor area so younger children can crawl on to it to make marks, in order to develop their interest and creativity in exploring and using media and materials.

Older children develop their creative ideas using large building blocks, pretending they have made a swimming pool. They use their experience of the wider world to inform their play, pretending to jump into the water and make a gate. There is, however, more scope during these activities for staff to demonstrate the language for shape, position and measurement to further enhance children's learning in this area. Children have recently been inspired by photographs to make gargoyles using clay. This encouraged their small muscle skills through manipulation of the clay and wire, and has helped them to gain understanding of the wider world.

Children have regular opportunities to enjoy outdoor play. They climb, crawl and extend their physical skills as they use wheeled toys. Staff include themselves in children's play and encourage them to play creatively as they suggest what children can do next to make their play more interesting. Planned activities enable children to use the greenhouse to plant seeds. For example, during the summer they plant vegetables and fruit which they harvest and eat in the nursery. This helps children to develop knowledge of the care of

plants and also to understand where food comes from.

Good partnerships have been developed with parents. A range of social activities that include parents, such as outings and afternoon tea for Mother's Day, encourage them to take an active interest in their child's learning. Parents are also invited into the nursery to look at their child's assessment records and discuss their progress. Children are encouraged to be aware of the community around them by fundraising for local charities and collecting items for families who are in need.

The contribution of the early years provision to the well-being of children

Staff ensure indoor space and resources are organised effectively so that children learn in a welcoming environment where toys and equipment are easily accessed. Children feel a strong sense of belonging as they enjoy caring relationships with their key person and other familiar staff. Their individual needs and interests are understood by their key person, who plans spontaneous activities that capitalise on what children enjoy. Consistent praise encourages children to enjoy their learning and feel secure. They develop confidence and positive self-esteem as staff provide a calm and consistent environment where children behave well and consider the needs of others. This results in children learning about right from wrong, and they begin to take responsibility for their own actions.

Staff supervise children's activities very well and ensure the play environment is safe. Children are encouraged to manage their own risks as they balance on low-level beams and use the outdoor equipment. Children are managing their self-care skills as they are encouraged to use the toilet independently and put their coats and boots on for outdoor play. They take responsibility for their environment as they help to clear away equipment before mealtimes, and include each other and share activities and toys. This prepares them for the next stage in their learning as they develop skills that will support them in their move to school. A gradual settling-in time that is tailored to each child's needs enables staff to understand their individual abilities and plan activities and learning experiences. This encourages children to feel secure in their new surroundings. Children are sensitively supported as they move into different rooms within the nursery. The nursery provides a good range of healthy snacks and meals for the children, which support a healthy lifestyle. Children enjoy mealtimes as a pleasant social occasion where they sit and chat to staff and their friends. Designated sleep areas enable children to have a restful sleep, while children who stay awake continue with their play and learning in other areas.

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

Children experience good quality care and learning within the nursery because the manager has a secure understanding of her responsibilities. Managers provide good support for staff, which enables them to deliver activities that provide children with stimulating learning opportunities that they enjoy. Safeguarding responsibilities are clearly understood by staff and managers, which promotes children's welfare. There is regular

training which ensures that staff are well informed of the referral process. This impacts very positively on keeping children safe. Risk assessments and checks of the premises and resources contribute well towards further safeguarding children. Staff have regular appraisals that monitor their effectiveness and their training needs. They access a range of training that develops their skills and qualifications, impacting positively on the service they provide. Managers meet regularly with the managers of other settings through comprehensive networking arrangements. They share models of best practice with each other, with new ideas implemented within the setting in order to continue to drive forward improvements for the benefit of the children who attend.

Parents are regularly consulted regarding their child's individual progress, and staff respond to any suggestions for further improvements to their child's care and learning. Questionnaires, along with parents' active involvement in their child's learning, enable managers and staff to identify strengths and weaknesses. This comprehensive approach provides a firm basis for the nursery to drive forward further developments.

There are well-established links and partnerships in place with local schools, pre-schools and nurseries. Staff arrange for children to visit their new school and encourage teaching staff to visit the nursery and meet the children. Staff are fully aware of the importance of liaising with other professionals to ensure children's transitions are smooth. This provides children with effective support when they are ready to move on to the next stage in their learning. Staff are skilled in working with outside agencies to further support children who have special educational needs and/or disabilities. This enables all children to make good progress as they receive the support they need and staff establish additional skills. There are strong partnerships in place with parents. Staff are skilled in exchanging information with parents, which ensures children receive continuity in their learning and care.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	200508
Local authority	Warwickshire
Inspection number	854261
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	56
Number of children on roll	96
Name of provider	Bright Horizon Family Solutions Ltd
Date of previous inspection	09/05/2011
Telephone number	01926 811551

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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