

# Beehive and Honeycombe Nursery

Fulmer Hall, Windmill Road, Fulmer, SLOUGH, SL3 6HD

<b>Inspection date</b>	07/02/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 Not Applicable
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 are happy, settled and engage well in their play, with activities and resources that promote their learning well.
- Staff understand children's interests and achievements and plan effectively for their next steps well. Consequently, overall children are making good progress in relation to their starting points.
- Children behave very well.
- Staff have established effective partnerships with parents and with other professionals involved in the care of the children attending.

### It is not yet outstanding because

- Staff do not regularly use open-ended questions to further promote children's exploration, thinking time and curiosity to further promote children's learning.
- There are fewer opportunities for children to hear mathematical language.

## 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 observed children in their play indoors and outside and in their interactions with staff.
- The inspector joined the manager and deputy, who are the owners of the nursery, in a joint observation.
- The inspector spoke to staff, children and their parents.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector spoke with the owners about their evaluation of their provision and how they respond to the views of parents and children for future improvements.

## Inspector

Aileen Finan

## Full report

### Information about the setting

Beehive and Honeycombe Nursery registered in 2013 and is owned by Butterfly Pre-School Limited. The Nursery took over ownership from the previous provider. The nursery is based at Fulmer Hall, Fulmer, near Slough. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is open weekdays for 38 weeks of the year during term time. Children attend on a flexible day basis between 9am and 3pm. The nursery also offers a holiday club during some holiday periods. Children have use of a large main hall, smaller hall and garden areas. There are eight staff in total, including the two managers, of which all but one hold appropriate childcare qualifications. Two of the staff are completing further qualifications.

### What the setting needs to do to improve further

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

- offer children more opportunities to respond confidently to open-ended questions
- give children greater opportunities to hear mathematical language on a regular basis.

### Inspection judgements

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

Staff offer children a wide variety of toys and activities that span all areas of learning. Children have fun and are eager to join in. Staff demonstrate a good understanding of the learning and development requirements of the Early Years Foundation Stage. Overall, they are confident in their teaching and interaction skills. However, at times they miss opportunities to help children to be more curious and interactive in their play. For example, staff are not always confident to use more open-ended questions as they interact with children or give children more time to think and respond. Nevertheless, staff know the children well, and children are happy to invite staff in to their play.

The key person system promotes children's development well. Staff get to know the children, and their backgrounds and interests, through their discussions with parents when children start at nursery. They have a secure understanding of children's progress because they use effective assessments of children's achievements to plan for their next steps. Overall, children are making good progress in their learning in relation to their starting points. Staff share children's progress regularly with parents through regular discussions and children's development records are readily available for parents to view.

Children enjoy story time. They recall the festival of Chinese New Year prior to hearing their story about a Chinese girl, who goes to a party and gets hiccups. Children start to think about whether or not the tactics the girl uses will work and her hiccups will stop. They listen intently. Children enjoy singing action rhymes together and are confident to join in and choose the next song. This practice supports children's speech, language and promotes their interest in a range of books.

Children are learning about numbers. For example the chairs in the nursery are numbered and displays promote this further. Children talk about numbers and staff act on this as they count, using their fingers for example. However, staff do not regularly use mathematical language to extend children's language. For example there are fewer opportunities for children to hear and put into context language that represents size, shape, direction, position, sequence or measure. Children enjoy being outside and play happily with their friends. Children choose to take activities outdoors that promote further learning. For example they take musical instruments outside and children group together with the staff to play these and sing. This promotes children's relationships and interactions with one another as well as supporting their confidence to make choices.

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

Children are very happy at nursery. They enjoy a broad range of play resources. Children have easy access to their toys and activities. They are engaged in their play and demonstrate that they understand the routines of the day and staff expectations. Children have warm relationships with the staff who care for them. The key person system works well and each key person is backed up with a buddy. This means that children are able to build relationships with other key carers and supports their confidence and self-esteem. Children therefore demonstrate that they feel safe and content and emotionally secure. Children are confident to play on their own or in small groups.

Children behave very well. Staff offer timely reminders to promote children's awareness of safety, for example by explaining why it is not safe to take toys on to the slide indoors. Children are learning about their self-care routines. They are aware of the importance of washing their hands prior to snack or lunch. They understand about needing to put on coats, hats and gloves to play outside when it is cold or raining. The nursery provides nutritious snacks and parents provide lunches for those children who attend for lunchtime. Staff encourage parents to provide a balanced diet and healthy options. Lunchtimes are sociable and offer further learning opportunities to support children's understanding of healthy eating, for example talking about the different fruits children enjoy eating. Snack time promotes children's independence further. Children are confident to take a cup and plate and help themselves to snack. They pour their own drinks and sit happily chatting to one another as they eat. Staff understand and adhere to children's dietary needs and allergies.

Children have regular access to the outdoors. They enjoy free flow opportunities that further support their independence. Children benefit from physical play outdoors and fresh air. They play safely on the newly laid safety surface. At other times, children explore in

the front garden area. This extends opportunities for them to learn about nature, weather, and provides time for children to explore for themselves. Overall children are confident and are developing social relationships with one another. They benefit from a warm, inclusive and welcoming provision of care. This care supports children's skills for the future and their readiness for the next stage in their learning.

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

Staff demonstrate a strong understanding of the safeguarding and welfare requirements for the Statutory Framework of the Early Years Foundation Stage. All staff complete safeguarding children training as part of their induction. They are therefore aware of the procedures to take should they have a concern about a child in their care. The leadership and management of the nursery are effective and supportive of their staff. Most staff at the nursery were employed by the previous owners and have adapted well to their new practices and ways of working. They demonstrate high morale and work well together. Recruitment and induction procedures for new staff and systems for the supervision and training of all staff are robust. The nursery implements robust policies and procedures, which staff adhere to appropriately. These policies are shared with parents and therefore they understand the procedures that support children's health and well-being. Risk assessments of the environment, and ongoing daily checks both indoors and outside, promote children's safety.

Staff have a good understanding of the learning and development requirements for the Early Years Foundation Stage. They demonstrate a very good understanding of children's backgrounds and interests. Staff are aware of children's achievements and are able to plan well for children's next steps. They are confident to make timely interventions when needed. There are extremely well established partnerships with other professionals working with children needing additional support. The nursery has regular visits from these agencies and staff follow the strategies and guidance to promote children's needs well. Consequently, overall, all children are making good progress in relation to their starting points. Partnerships with main feeder schools are also established well. Partnerships with parents are positive. Parents explain that staff are supportive and offer informative discussions about their children's progress. They say that children are very happy to attend.

The nursery has been proactive in evaluating their priorities. They offer parents and staff questionnaires to assess the nursery's strengths and plan for future targets. Recent improvements include starting to revamp the outdoor play area. The leadership and management of the nursery have further identified three main areas for future development. These are continuing with the garden area plans to promote further outdoor learning. Also, enhancing further the partnerships with parents in supporting the continuity of children's learning at home and staff training to further promote the outcomes for children.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	EY461116
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	928508
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	38
<b>Number of children on roll</b>	40
<b>Name of provider</b>	Butterfly Pre-School Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	07860656049

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

