

Beehive Pre-school

The Hut, Holmanleaze, Maidenhead, Berkshire, SL6 8AW

Inspection date	22/05/2014
Previous inspection date	12/06/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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

- Staff have good relationships with children. As a result, children are settled, secure, and motivated to play and explore.
- Children benefit from an exciting range of activities inside and outdoors of the nursery, including time in each of the activity playrooms.
- Staff develop successful partnerships with parents. They exchange information on a daily basis, which allows the staff to be fully aware of the children's individual needs.
- All staff work well as a team. They fully understand their roles and responsibilities. The management team monitors staff performance and offers regular training to enhance further their professional practice.

It is not yet outstanding because

- Staff form partnerships with other professionals who help to support children's individual needs. However, partnerships with local schools where children may next attend are not fully established.

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 activities in the indoor areas and in the garden.
- The inspector spoke to staff and children at appropriate times throughout the inspection, during and after activities.
- The inspector looked at documentation, including progress records and planning documents and discussed these with staff
- The inspector and manager conducted a joint observation on a group activity.
- The inspector spoke to available parents at inspection.

Inspector

Tracy Bartholomew

Full report

Information about the setting

Beehive Pre-School registered in 1982. It is a committee run group situated in Maidenhead, Berkshire. It operates from purpose built premises and there are fully enclosed areas for outdoor play. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The pre-school serves the local area and opens from 9am to 3pm, Monday to Friday, during term time only. There are currently 43 children attending who are in the early year's age group. The nursery is in receipt of funding for free early education for two, three and four-year-old children. It supports a number of children who speak English as an additional language. The pre-school employs seven members of childcare staff. Of these, five hold recognised early years qualifications at level 3 and one staff member has a Qualified Teacher Status.

What the setting needs to do to improve further

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

- improve the partnerships with other early years providers to further support children's transitions to school.

Inspection judgements

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

Children in the pre-school are making strong overall progress in their learning and development. Staff work very well as a team and all have a good knowledge of the learning and development requirements. As a result, this enables them to support, promote and enhance outcomes for children.

Staff provide a good amount of well-planned, purposeful activities in all areas of the pre-school, which enhances children's learning and development. They support children's communication and language skills very well. For example, they provide consistent questioning, conversations and singing. This promotes children's speech development as they join in with the discussions. Children develop good listening skills as they listen to the computer programs and join in with phonic activities on the interactive white board. Children happily play with staff during adult-led and spontaneous activities. The staff are skilful in allowing the children time to lead their self-chosen activities and know when to stand back. This demonstrates good quality teaching.

Staff support children's mathematical knowledge and development very well. They provide accessible mathematical resources and activities, such as growing seeds. Children and staff discuss numbers and use measuring equipment when establishing how much their beans have grown. Staff encourage the children to experiment with shapes and sizes as

they play with puzzles and fit together train tracks. This promotes children's mathematical skills and counting skills effectively. Children have free access to art materials, which promotes their creativity successfully. For example, they explore with paints, chalks, bubbles and sand to make different effects. Staff attractively display children's creative work throughout the pre-school, which values their efforts and supports children's confidence.

The pre-school has good systems in place to identify children's starting points. Staff undertake home visits and children and parents attend settling-in visits. They use this time well to discuss children's individual needs, likes and development stages. This provides a strong basis for staff to identify children's learning needs from when they start at the pre-school. There are good systems of observation and assessment. Staff use photographs and written observations and make links to learning and development requirements to monitor children's progress effectively. They complete the required progress check for two-year-old children and complete end of foundation stage assessments accordingly to securely show how children progress. Staff share these with parents and promote continuity to support children's learning and development at home and at the pre-school.

Overall, there are suitable procedures in place to support partnerships with professionals, however links with local schools are not fully established. Despite this children develop good skills to help them to become ready for school. For example, they are encouraged to choose their own resources and staff are proactive at supporting the children's self-confidence for moving onto school.

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

Children are confident, happy and build good relationships with their friends and staff at the pre-school. Children enter the pre-school with confidence and separate from their main carers with ease. This shows that they have formed trusting relationships with staff and their friends. Children develop a good sense of belonging. Staff provide individual coat pegs with children's photographs, and drawers for the children include their written name on the front. This enhances children's self-esteem while helping them learn that print carries meaning. The staff team and key persons meet the needs of each individual child in their care effectively. This enables them to respond sensitively to their welfare and individual needs securely.

Children play in well organised, clean and child friendly accommodation. Equipment, toys and resources are of good quality and meet the children's ages and stages of development. Children benefit from regular fresh air and exercise in the two garden areas, where they explore the resources with confidence. Children have opportunities to develop their physical skills. For example, their moving and balancing skills as they use the balancing beam and large climbing frame. They also enjoy practising their early writing skills by making marks in sand and exploring the water as this flows through the funnels and windmills. Bikes, cars and construction are readily available and promote the children's social skills and physical development.

Children develop an understanding of keeping themselves safe. Staff remind them not to leave toys on steps, as others may trip on these and to be careful when using tools to divide apples. Children behave well. This is because staff know the children very well and work with them to maintain a consistent approach in sharing and following the pre-school rules. Children benefit from the vast amount of praise and encouragement they receive from staff.

Children effectively develop a strong understanding of good hygiene. Staff follow thorough hygiene practices. Older children confidently develop their self-care skills as they independently wash their hands and take themselves to the toilet. Children benefit from balanced and nutritious food at snack time, which supports their independence skills as they spread butter on crackers and toast. Staff meet children's individual dietary requirements and children are able to access fresh drinking water when they become thirsty. Staff work well in partnership with parents to promote children's understanding of healthy eating. For example, parents are encouraged to provide fresh fruit for snacks and healthy lunchboxes. Mealtimes are a sociable occasion where staff sit with the children, promoting good table manners and communication.

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

The managers and staff have a secure understanding of how to meet and maintain the safeguarding and welfare requirements. All staff have a secure understanding of their roles and responsibilities with regards to safeguarding children and they have all undertaken safeguarding training. Visitors to the premises sign a record documenting their time of arrival and departure. In addition, staff ask visitors to adhere to the mobile phone policy. This helps to promote children's welfare. There are detailed policies and procedures in place, including safeguarding. These are all available to parents to enable them to understand the pre-school's responsibilities and duty of care.

The management team has acted proactively since their last inspection and undergone a significant amount of change. This has led to staff changes and alterations to the premises. This has made a significant impact on the children's wellbeing and learning and development. The management team and committee have an accurate understanding of its strengths and have a development plan in place to continue to enhance the provision for the children. The management team seeks the views from the parents through an open door policy and the use of questionnaires. This allows the parents to feel involved in their children's learning, development and improvements of the pre-school.

The management team has a good awareness of the safer recruitment procedures, which enables them to ensure that all staff and committee recruited are suitable. Staff are well qualified and have regular opportunities to further enhance their knowledge and understanding through training. All staff are trained in first aid, which enables them to act accordingly in the event of illness or an accident. The management team support staff well, they work alongside them and regularly monitor their practice. This helps staff to feel

supported and results in a well-motivated staff team.

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

Unique reference number	108439
Local authority	Windsor & Maidenhead
Inspection number	963060
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	43
Name of provider	Beehive Pre-School Committee
Date of previous inspection	12/06/2013
Telephone number	01628 777243

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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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