

The Beehive Nursery

Tower House School, Fisher Street, Paignton, Devon, TQ4 5EW

Inspection date

Previous inspection date

01/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- The manager strives to ensure the setting is on target to meet the changing needs of children and their families.
- Children's communication and language skills are very well developed. Staff consistently engage in conversation with them which helps to embed the skill and establish a solid foundation for learning to take place.
- Effective communication systems are in place for staff to share information about children in their care. This ensures children's development is supported by knowledgeable adults.
- Children are encouraged to develop their independence regularly, which prepares them well for school.

It is not yet outstanding because

- Staff provide a range of resources to develop children's creativity but these are not always easily accessible for children to choose for themselves.

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.

Inspection activities

- The inspector observed children engaged in adult-led and child-led play, both indoors and outdoors.
- The inspector engaged in discussion with staff, management and parents.
- The inspector participated in a joint observation with the manager.
- The inspector scrutinised children's records and sampled a range of the policies.

Inspector

Tristine Hardwick

Full report

Information about the setting

The Beehive Nursery registered in 2005 and is part of the independent Tower House School in Paignton, Devon. It occupies its own three room accommodation within the school and shares some facilities such as the outdoor area and the hall. It has its own covered outdoor decked space, which is fully secure for children to play. The provision is registered on the Early Years Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. The setting is open between 8.30am to 4pm and the after-school club operates until 6pm during term time. There are 14 members of staff working within the nursery. The manager and deputy hold Early Years Professional Status and eight have relevant childcare qualifications to level 3. The setting provides care for children with special educational needs and/or disabilities, those who are learning English as an additional language as well as children who are disadvantaged. The nursery team is supported by an early years advisor from Torbay Council.

What the setting needs to do to improve further

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

- review the organisation of resources to enable children to independently select equipment so they are able to develop their creative thinking skills by themselves

Inspection judgements

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

Staff take time to gather information about children when they start in the setting. Working together with parents and carers ensures staff are familiar with children's home routines and things that are important to children. This helps staff to understand children and begin to form strategies which support them fully during their time spent in the setting. Through the effective key-person system, both parents and children are able to form a relationship with a designated member of staff. Parents engage in a regular exchange of information about their children and their activities during their time at nursery. Children's development is recorded in scrapbook style journals and linked to more formal progress assessments. These help staff plan well to meet children's individual needs. Parents are encouraged to take these books home to share with family members who are not able to come to the nursery or for parents to look through at their leisure. The nursery staff provide 'mini reports' to parents on a regular basis and invite parents in at the end of the year to discuss their children's progress.

Children form secure relationships with their key person and as such staff know and understand the children very well. This enables them to provide a variety of activities,

which appeal to their interests. Staff engage in conversation throughout activities, which helps children to keep focused and further extends their learning of the world around them. For example, while looking at some objects outside staff notice a slug and then use this as a point of discussion and as a chance for children to spontaneously explore.

Staff provide focused and well-targeted planning to ensure their individual needs are continually met. This ensures that children are challenged, within their appropriate stages of development. Staff have a good understanding of what children are capable of achieving and are confident to seek additional support for children when necessary. For example, a speech and language therapist attends the setting to support children whose first language is not English. Older children benefit from being able to select resources, which appeal to their interests. However, the layout of the room for younger children does not fully encourage this. For example, younger children cannot always choose resources for themselves, without staff assistance, to extend their imagination and play ideas in their own way.

Staff throughout the nursery use a variety of teaching methods to support children's emotional development. For example, staff talk to children to help them learn how to control themselves during more challenging situations. This helps children learn what is expected of them and develops their social skills. Therefore staff's quality of teaching is consistently good. Children are engaged and motivated in their chosen tasks and display well developed skills such as listening and thinking. For example, during an activity staff pretend to go shopping and ask the children to help them write a list. Staff sound out the first letter of each item and then describe it encouraging children to guess the name of the item. This introduces children to letters and sounds, developing their literacy skills and preparing them for their future learning. Staff teach children to become independent, which also prepares them for their move into formal schooling. For example, children put their own coats on and older children use the toilet on their own.

Children's physical abilities are developed through a range of outdoor and indoor activities. For example, physical education sessions are run in the hall by the teacher from the main school. Children enjoy going outside to play in 'the burrow'. They develop their physical skills further manoeuvring their bodies around obstacles while they explore the outdoor environment.

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

Children have access to the outdoor environment every day. They go out on a decked area, which provides children with the opportunity to develop a range of physical skills. Staff utilise the area well and make available alternative tasks for children who prefer less active play, such as, looking through a book or building bricks. Children enjoy exploring and investigating 'the burrow' and the 'muddy' area. Staff use opportunities to stimulate children's learning. For example, staff ask children 'how did the slug get onto the stick?'

Staff provide routine for children, which helps them to feel safe. They use songs during times of change in routine to let children know a change is happening. For example, when

tidying up or preparing to go outside. This helps support children during times when they may be emotionally unsettled. The effective key-person approach helps children to feel safe and secure in the nursery environment. Children regularly seek reassurance and cuddles from staff. Therefore children feel safe and secure, learning to develop relationships with others and are more able to learn new skills.

Staff are excellent role models and interact well and respectfully with each other. Children learn these skills and as such are polite and respectful towards each other. For example, children listen quietly to songs sung by their peers during circle time and say 'please' and 'thank you'. Children are happy and motivated to learn. They smile and laugh during activities. Staff regularly praise children for their contributions and attentively listen to their views and ideas. This helps to promote feelings of self-worth, good self-esteem and confidence in children. Therefore children learn how to cope with new challenges and this helps develop their skills for future learning and their move on to formal schooling.

Staff know how to keep children safe. Risk assessments are conducted daily and any identified and addressed hazards are recorded appropriately.

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

The manager understands her role well and is responsive to children's learning and development needs. She is dedicated to the success of the nursery and staff follow this lead and are all just as passionate. This means that staff create a positive learning environment for children, which helps them form solid foundations for future learning.

The manager has attended safer recruitment training. As a result, there are robust recruitment procedures in place to ensure that only staff suitable to work with children do so. Most staff also hold a valid paediatric first-aid qualification. Safeguarding training is updated when required and policies and procedures also are reviewed annually and updated when necessary. Staff are aware of strategies which help to identify children who are being harmed and understand the nursery's policy and procedure to follow should such an incident occur. Therefore, staff know what to do if they have a concern about any children in their care.

The manager and staff are all involved in evaluating procedures in the nursery and continually strive to improve practice. For example, various audit strategies are implemented to evaluate the effectiveness of the teaching and learning environments. Parents' views are taken into account. Parents complete questionnaires, which provide them with the opportunity to make suggestions about their children's experiences and suggest ways to further improve the nursery. These evaluations help management and staff to formulate strategies, which help them to continually reflect upon their teaching methods. For example, peer observations and supervision sessions help staff employ consistent teaching methods, which appeal to the changing needs of the children in their care.

Close monitoring of staff practice helps to ensure standards are maintained. For example, students are allocated a mentor with whom they frequently liaise. They are also provided with an induction programme, which familiarises them with nursery practices and policies.

Action plans are in place to help ensure the training needs of staff are monitored and that they are able to partake in relevant training. For example, a recent mathematical awareness training programme has empowered staff to use more mathematical language in the nursery. Annual appraisals and monthly supervisions enable management and staff to identify any training needs, which will enhance practice and promote professional development.

Daily meetings provide the opportunity for staff throughout the setting to regularly share information and weekly room meetings encourage specific discussions around observations for example. Staff develop relationships with parents as well as external agencies, such as social services, which means that children's needs are closely monitored and as a result, specialist support is quickly in place when required.

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	EY303007
Local authority	Torbay
Inspection number	814883
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	49
Number of children on roll	55
Name of provider	Stephen Fuzzard
Date of previous inspection	not applicable
Telephone number	01803 557077

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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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