

# Beehive Nursery

Beehive Nursery, Church Street, Barford, Warwick, Warwickshire, CV35 8EW

<b>Inspection date</b>	29/07/2014
Previous inspection date	11/02/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- All children make very good progress in this inclusive and very welcoming nursery. Staff are strongly focused on safeguarding children. This ensures all children feel safe and secure.
- Children are very well supported by skilled staff to experience a seamless move from home into the nursery and between playrooms. This effectively promotes their physical and emotional well-being.
- Partnerships with parents and external agencies are well-established. Staff work particularly well with parents to support children to develop and share their home language with others.
- Managers and staff demonstrate a very strong commitment to developing their practice and the experiences provided for children. This supports continuous improvement throughout the nursery.

### It is not yet outstanding because

- Staff working with children aged over two years, do not consistently ensure planning and assessment includes all children's next steps in learning, or the views of all those involved in their learning. This results in some children not being fully challenged.
- Pre-school children are not consistently supported to think critically or to compare sets of objects to maximise their mathematical skills.

## 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 all three playrooms and the garden.
- The inspector held meetings with the deputy manager and two registered individuals of the nursery.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.
- The inspector spoke with staff about the daily routines, children's individual learning, monitoring and self-evaluation.
- The inspector looked at a selection of policies and procedures, which included safeguarding and complaints, risk assessments, children's assessment and planning records and a range of other documentation.
- The inspector checked evidence of suitability and qualifications of all staff having contact with children and the nursery's self-evaluation form.

## Inspector

Dianne Adams

## Full report

### Information about the setting

Beehive Nursery was registered in 1997 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the former village school premises in the village of Barford, Warwickshire. The nursery is owned and managed by Bright Horizons Family Solutions Limited and has links to other early years settings. Children access several enclosed areas for outdoor play. The nursery employs 19 members of childcare staff. Of these, three hold appropriate early years qualifications at level 6, one at level 5, ten at level 3 and one at level 2. One member of staff also has Early Years Professional status. The nursery opens Monday to Friday, all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 76 children attending, all of whom are in the early years age group. The nursery provides funded early education for three- and four-year-old children. 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:

- enhance the planning for children over two years, by ensuring it is sharply focused on all children's next steps, and ensure assessment consistently includes the views of all parents and other early years practitioners, when children attend more than one setting, in order to maximise this group of children's learning
- extend the learning of pre-school children by, for example, encouraging them to think critically and anticipate what might happen next when exploring different media, and by comparing sets of objects to fully support their mathematical skills.

## Inspection judgements

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

All staff have an extremely good understanding of how children learn and provide them with stimulating and imaginative experiences across the seven areas of learning. This prepares all children, including those with special educational needs and/or disabilities, very well for their next stage in learning and for school. All staff undertake skilled, sensitive observations, which are recorded in children's development folders, known as 'My learning story'. The key person takes responsibility to reflect upon and monitor the very good progress children are making and to identify their next steps in learning. Staff strive to support parents to be fully involved in this process. They encourage parents to verbally share information about what their children are learning at home, and also to record their observations on a document. This is placed in children's development folders

and used as part of assessment. However, information obtained from parents is not consistently used by all staff when assessing the progress children are making. In addition, staff do not consistently seek or use information about the learning some children achieve in other early years settings that they also attend, such as nursery school. This means that, for some children, assessment does not give the full picture of their all-round learning and development, and does not fully support staff to help children reach their full potential.

Planning for children's learning is thorough and, for children under the age of two years, highly effective. Staff working with this group of children plan activities and experiences which are sharply focused on children's learning priorities. This ensures children make very good progress in their learning. For example, staff plan to develop children's speech by encouraging them to make the sounds of animals. They provide children with resources linked to animals which children enjoy exploring and using in their play by choice. Staff interact skilfully with children during their play and support them to correctly name different animals and act out the sounds they make, such as the roar of a lion. This supports children to acquire skills in communication and language and enables them to develop their imaginations. However, planning for some children aged over two years is not sharply focused on their next steps in learning. This results in some staff not being confident about the decisions made by the key person to support children's learning to the maximum. For example, when pre-school children are engrossed in exploring ice cubes made of vinegar, staff do not fully support them to think critically and consider and anticipate what might happen when baking powder is added. In addition, while counting a large number of ice cubes, staff do not fully support pre-school children to reach their next step in learning for counting and comparing different groups of objects. This does not fully promote their mathematical skills.

Children enjoy a stimulating and richly resourced environment, which ignites their curiosity and interest both indoors and outdoors. As a result, children are confident and self-assured, eager and highly motivated learners. The nursery is pro-active in working in partnership with parents to ensure all children see, hear and speak all languages spoken within their homes. For example, children benefit from bringing into nursery their favourite story books from home written in their home language. Children enjoy sharing and exploring the books with each other and seeing text written in languages, such as Japanese. This supports all children to develop skills in literacy and to develop a very good awareness of different languages. Children also learn and show interest in their own family and compare events at home to those of others. They benefit from exploring the places and countries they are visiting during the summer with their parents and proudly display postcards on the wall. This develops their self-esteem and understanding of the world. Staff continue their learning by supporting them to paint and draw pictures of themselves and their families using media, such as paint, and tools which include pencils and paint brushes. This supports their physical skills and enables them to express themselves using their imaginations.

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

All children and their families are supported very well to experience a smooth move from home into the inclusive nursery environment. They receive a warm welcome from caring and nurturing staff, which develops strong and trusting relationships. The key person spends time exchanging important information with parents about children's anxieties, interests and individual needs in order to tailor experiences and the nursery routine. As a result, children easily settle into the nursery environment and are supported by staff to embrace new experiences with self-confidence. Parents comment on how skilfully staff support children, who struggle with change, to move into the next play room. For example, children benefit from a gradual introduction to their new play room and are given as much time as they need to settle and feel comfortable. This promotes children's physical and emotional well-being extremely well and eases future transitions to other settings or school.

All children are learning to manage their feelings and behaviours very well. For example, children aged from two to three years enjoy being selected to help staff prepare for lunch. This develops children's self-confidence and self-care skills. Their independence continues as they seek their laminated photos showing them where to sit, and confidently help themselves and others to water. In addition, staff support children under two years to manage their feelings by encouraging them to soothe themselves with a comfort blanket. All children enjoy lots of positive praise and encouragement from staff and show great respect for each other and adults. For example, children aged under two years are praised for being kind when helping others at mealtimes, while pre-school children are encouraged to support each other when cutting ice cubes out of a plastic sheet.

All children are learning the importance of a healthy lifestyle and keeping themselves safe. They enjoy sociable mealtimes and are provided with lots of fresh fruit and nutritious foods. Staff support all children extremely well to develop their self-care skills. For instance, older children confidently serve themselves at mealtimes and young children are supported by staff to use utensils, such as a spoon, and drink from beakers without much spilling. Staff use the stimulating outdoor learning environment very well to ensure all children enjoy fresh air and exercise each day. When outdoors, children develop their physical skills and learn to assess and manage risk by balancing on logs and safely negotiating the space when riding wheeled toys. They particularly enjoy using natural materials, such as sticks, to create a den which they choose to use as a shelter or to sit in quietly with their friends. Staff have introduced a nursery mascot, known as Candy Floss, to reinforce children's understanding of safe practices further. For example, pre-school children use Candy Floss to count children in and out of the building. This ensures they are included in keeping everyone safe.

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

All staff demonstrate a very strong understanding of their responsibilities to ensure the nursery meets the safeguarding, welfare and learning and development requirements. Staff are safely and rigorously recruited and vetted by managers to safeguard children and all staff monitor children's welfare closely. As part of their induction, all staff complete

safeguarding training and are confident about the actions to take if they have concerns about a child. The nursery maintains clear and concise policies and procedures, which are regularly updated and shared with parents and staff. Ratios are maintained extremely well and staff are deployed effectively to ensure all children's needs are met. Robust risk assessments are completed by staff and all hazards are identified and minimised with effective safety measures. This results in children benefiting from a safe and secure environment both indoors and outdoors.

The management team work closely with staff to monitor practice within the nursery and the educational programmes very well. Staff provide each other with mutual support and work together as a team to promote continuous improvement. For example, they complete peer-on-peer observations, which are evaluated and discussed at team meetings. All staff benefit from regular supervision and appraisals with senior managers and comment on the very good support they receive. A continuous training programme ensures staff are constantly updating their knowledge and improving their practice. For example, staff benefit from mandatory training, which includes inclusive environments and they are encouraged to study at degree level. This means that children's learning experiences are constantly enhanced through the improvement of staff's knowledge and skills. Managers demonstrate a very strong commitment and drive to continually improve the quality of the nursery. Managers use a self-evaluation document to reflect upon the progress being made and to identify the strengths and areas for improvement. The recommendation from the previous inspection has been improved upon. For example, managers have successfully introduced a database to support staff with tracking the progress different groups of children make, including those with special educational needs and/or disabilities. Priorities for future improvement include, for example, extending the use of 'Candy Floss' with all ages of children to raise their awareness of safety.

Staff develop very strong relationships with parents and carers, which contributes to promoting children's learning, well-being and development. Parents spoken to on the day of inspection demonstrate complete satisfaction in the service provided. They feel children are prepared well for school and the nurturing nature of all staff, especially those working with babies, provides a strong foundation for children's future learning. They believe their children benefit from a seamless move through the nursery and they feel extremely well supported as a family. Some parents suggest the communications with other settings some children also attend throughout the placement can be further improved. Partnerships with other agencies are very well established, which ensures appropriate interventions are secured when needed. Staff work closely with other professionals, such as speech therapists and health visitors, to ensure children's needs are fully understood and met very well.

### **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>	200506
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	854259
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	46
<b>Number of children on roll</b>	76
<b>Name of provider</b>	Bright Horizons Family Solutions Limited
<b>Date of previous inspection</b>	11/02/2010
<b>Telephone number</b>	01926 624616

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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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Piccadilly Gate  
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