

Beehive Nursery (Kenilworth)

Beehive Hill, Kenilworth, Warwickshire, CV8 1BW

Inspection date	28/11/2014
Previous inspection date	01/02/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 identify children's individual needs through effective assessment and plan interesting and challenging activities to enhance their learning.
- Staff demonstrate a suitable understanding of how to safeguard and protect children. Consequently, children's well-being and safety is promoted.
- Staff develop secure attachments with children and consistently support their individual needs. As a result, children enjoy their time at nursery and are motivated to learn.
- Staff have good relationships with parents. They work collaboratively through regular discussions and other forms of communication to extend children's learning.

It is not yet outstanding because

- Opportunities to strengthen children's critical thinking skills are not always maximised to help better support their learning.
- Occasionally, staff do not intervene when some children are disengaged in activities. Consequently, opportunities to encourage and extend children's learning and enjoyment are not always exploited.

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 playrooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and spoke to staff and children throughout the inspection as appropriate.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of staff working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Kulwant Singh

Full report

Information about the setting

Beehive Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Kenilworth area of Warwickshire and is privately managed by Bright Horizons Family Solutions Limited. The nursery serves the local and surrounding area and operates Monday to Friday, all year round, from 7.30am to 6pm. Children attend for a variety of sessions. There is an enclosed area available for outdoor play, including an adjacent allotment area, which is also used for outdoor activities. The nursery employs 30 members of childcare staff. All staff hold appropriate early years qualifications at level 2 or 3. There are currently 142 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of 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 opportunities for children to think critically and develop their skills in solving problems by asking more open-ended questions, for example, during story times

- enrich children's learning opportunities by ensuring that all children are fully engaged and supported to participate in activities led by staff.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage. They use their sound knowledge of children's interests to effectively plan for and observe children. Planning is displayed in the rooms so that all staff are aware of activity learning intentions and can effectively support individual children's progress across the areas of learning. Observations are evaluated and next steps are identified, which then form further activities to enable children to make good progress in their learning. For example, children enjoy outings to visit the theatre. Staff carefully listen to children and implement activities on their return, such as making a large group model of a bus to reflect the journey. As a result, all children feel involved and enjoy extending their ideas and their learning.

In addition to daily discussions, staff produce regular progress summaries, including the progress check for children aged between two and three years, which they share with parents at progress meetings. Parents of children with English as an additional language

share information with staff about their home language. This enables staff to effectively plan children's learning and promote their home language within the nursery. For example, there are a number of staff who speak languages other than English to support children. They read stories and sing rhymes in other languages to include all children. Consequently, these children quickly learn to speak English so that they are prepared for school. Other children, who only speak English, learn key words in other languages, such as counting and body parts. This furthers their language and communication skills as well as developing a wider awareness of numbers and their bodies through the fun activities.

Staff display a good understanding of how to balance adult-guided and child-led opportunities. They provide children with a variety of toys and resources and make them interesting for children. For example, after identifying their interests, babies are encouraged to explore messy play. They enjoy hiding and finding objects under stacking cups, which promotes their early mathematics skills. However, occasionally staff do not intervene when some children are disengaged in activities. For example, most children enjoy adult directed activities, such as making collages, but those who are less interested are not always well supported and, therefore, are less motivated to learn. Staff respond to children's requests and use bubbles, which children enjoy catching. Staff working with the younger children keep sentences short for those who are just beginning to develop language. Children happily babble and try to copy staff saying words, such as bubbles. As a result their language skills are developing. Staff make books available to children. Children access these independently and handle them with care. Younger children are able to turn pages appropriately and show that they have knowledge of what books are used for. Staff read interesting stories to children, which they listen to with interest. However, occasionally staff do not maximise opportunities to engage children and ask them questions about the story. Consequently, opportunities are sometimes missed to encourage children's problem solving and thinking skills.

Children learn about and celebrate special days. They enjoy making decorations, using paint and their hands to make marks and patterns. Staff encourage colour recognition and give them choices about what they want to use. Consequently children's confidence and early writing skills are encouraged. Some children independently play with technological toys. This encourages their understanding of the world and how to operate simple equipment. Staff use positive displays around the rooms to promote different cultures. Phonic themed friezes, showing objects from around the world, are on display for them to recognise. As a result, children's early reading skills are encouraged and this shows that staff promote inclusion of all children's backgrounds as well as valuing their diversity. Boys' early writing skills are encouraged by giving them opportunities to make marks on white boards, which they are particularly drawn to. They enjoy using different markers and tell staff what they have drawn. This ensures all children are well prepared for their next steps of learning and for school.

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

Staff ensure that children are emotionally secure through promoting effective relationships. Each child is assigned a key person who is responsible for liaising with parents and ensuring children's learning journals are updated regularly. Key persons also

communicate messages to other staff daily so that important messages are passed on in their absence for the continuity of care and learning. Staff's focused approach builds secure attachments and promotes children's self-esteem and confidence because children know they are valued. As a result, children's emotional well-being is promoted. For example, when staff move away from young children they get upset but on their return they show joy. This further shows that staff have a good relationship with the children. Children demonstrate that they are happy and settled at the nursery and have developed strong bonds with staff. For example, they cuddle up close to their key person when they are tired and need comforting. From the onset, staff collect information about children's individual care needs and from parents. This ensures that children can immediately receive care and learning opportunities that are aligned to their personal needs and this enables them to start making progress immediately. Children behave exceptionally well. This is because staff provide a wide range of stimulating activities that generally keep children motivated and involved in their learning. For example, older children are particularly engaged as they learn about healthy eating, as they enjoy growing vegetables in the nursery allotment area.

Mealtimes are managed well. Children enjoy choices of balanced healthy meals, which are cooked on site. Staff teach children about which foods are healthy and children have access to drinks throughout the day. Chairs have children's names on with pictures containing information about allergies and special dietary requirements. This allows all staff to be clear about children's individual needs. Children serve themselves food and they do this well. Staff assist where needed, such as when children struggle. This means that children learn about being independent, which prepares them for the move to school. Throughout mealtimes, children are very calm and content. Children happily sing songs as they fill their plates with food. They talk with staff and amongst themselves. Staff have meaningful conversations with the children and ask them questions about the vegetables that they can see in the food. This teaches them about healthy foods and about where they come from. Staff carefully model skills, such as cutting up apples, so that children learn to do things for themselves. Children also learn how to keep themselves safe, as they are shown how to handle equipment properly.

Staff promote healthy practices and teach children self-help skills. Children know they need to wash their hands before eating, after going to the toilet and playing outdoors. Staff give older children tissues to encourage them to clean their own noses independently and children know to wash their hands subsequently to prevent the spread of germs. Staff place a high emphasis on children's physical development by providing opportunities for them to explore the outdoor area in all weathers to encourage healthy lifestyles. Children get plenty of fresh air and exercise, as they engage in physical development sessions with outside professionals, who work closely with the nursery on a regular basis. Children learn a number of different sports and, as a result, they learn about how to look after their bodies and stay healthy.

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

The staff team have a good understanding of their responsibilities to meet all requirements of the Early Years Foundation Stage and this is supported by the manager. Safeguarding is given a high priority in all practice. Staff understand procedures and know what to do should they have any safeguarding concerns. They have a thorough understanding of the signs and symptoms of abuse, which are regularly discussed in team meetings. All staff attend regular safeguarding training and the management regularly ask questions to ensure knowledge is embedded. Consequently, children are safeguarded and protected from harm. Robust recruitment procedures, including Disclosure and Barring Service checks and references, ensure that all staff are suitable for working with children. Managers check staff suitability in a range of other ways, including medical declarations and induction programmes. Staff hold appropriate childcare qualifications and access training to further enhance their good practice. These measures contribute to safe practices within the nursery. Comprehensive policies, procedures and risk assessments are in place and regularly reviewed to ensure children are protected and kept safe from harm. This includes policies on the use of mobile phones and cameras, which staff and visitors, including parents, are aware of and adhere to.

The management team continuously strive to further enhance the nursery through self-evaluation, highlighting the strengths and clearly identifying areas where they can improve. For example, they recognise that they could consult more with children, involving them more by asking their views and reflecting on this to use in planning for stimulating activities and experiences. The management team regularly monitors staff practice and evaluates the impact on children to ensure they make good progress. For example, children's learning journals are scrutinised to ensure assessments are accurate and planning for their next steps in learning is appropriate to their needs. The management team undertake observations of staff practice and discuss strengths and weaknesses in one-to-one supervision meetings, which support staff in their continuous professional development. This shows the commitment to continuously develop the nursery and provide better outcomes for children.

The management team understand the importance of working in partnership with parents and outside agencies, such as speech and language therapists. Staff have good relationships with local schools that children will be attending and provide them with written summaries on the children's levels of development. Parents are very supportive of the care and education children receive and speak highly of the staff and management team. They express praise for the nursery's commitment to continuous high standards of care and teaching and consistently meeting the needs of their 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	200507
Local authority	Warwickshire
Inspection number	854260
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	67
Number of children on roll	142
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	01/02/2011
Telephone number	01926 864086

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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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