

# The Beehive Childcare Group

Eaton Parish Hall, Colman Road, Eaton, NORWICH, Norfolk, NR4 7HA



## Inspection date

23 March 2015

Previous inspection date

28 November 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The quality of teaching is good, because staff plan a balance of adult-led and child-initiated activities to cover all seven areas of learning. As a result, all children, including those who speak English as an additional language, make good progress in their development.
- Staff effectively promote children's communication and language skills as they interact well with them and engage in constant discussion. They use good questioning techniques and allow enough time for children to respond. This supports children's critical thinking and problem-solving skills.
- Children form secure attachments and develop positive relationships with staff and their peers. An effective key-person system means children are happy, settled and content.
- Staff are well qualified and are encouraged to attend regular training to update their skills and knowledge. This means the manager and staff team have a good understanding of the requirements of the Early Years Foundation Stage.
- Self-evaluation systems are used to reflect on daily practice and identify areas for future development. Staff strive for continuous improvement to enrich future learning opportunities for children.

### It is not yet outstanding because:

- Children have fewer opportunities to develop their investigation and exploration skills in the outdoor area.
- Occasionally, staff do not fully maximise opportunities to enhance children's already good mathematical skills throughout their activities.

## What the setting needs to do to improve further

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

- extend opportunities in the outdoor area for children to further develop their investigation and exploration skills
- enhance the already good practice in teaching children about mathematics, by further developing opportunities for them to count and use numbers throughout their everyday play.

### Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in the setting.
- The inspector carried out an interview with the manager, and looked at and discussed a range of policies and procedures.
- 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 of inspection.

### Inspector

Rachel Enright

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide children with a wide variety of interesting and challenging learning experiences. This means children are actively engaged and motivated in their play. Children show high levels of concentration and independence as staff encourage them to participate in group-time activities. They sing familiar songs, use musical instruments and recall different parts of a story. Children have access to a good range of high quality resources to involve them in purposeful and focused play. However, the outdoor area is still being developed and is not yet highly stimulating to ensure children's investigation and exploration skills are fully promoted. Children enjoy being artistic and express their creativity, as they choose from a varied selection of craft and mark-making materials. Children learn about mathematics as staff introduce them to colours, shapes, size and measure. However, staff do not always encourage children to count or use numbers as they take part in group games and construction activities. Staff complete regular observations and assessments to recognise children's achievements, identify their next steps in learning and track their ongoing progress. This also enables them to quickly identify and address any gaps in children's development.

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

Children are comfortable and confident in their surroundings as they are extremely familiar with the daily routine. Staff create a warm, friendly and welcoming environment, which effectively promotes children's emotional well-being. Children's behaviour is very good because they fully understand the boundaries and expectations. Staff act as positive role models and use consistent praise to ensure children feel valued and appreciated. Staff successfully support healthy lifestyles as they follow good hygiene practices and provide children with daily opportunities to develop their physical skills. Effective settling-in procedures and home visits ensure continuity of care when children first start at the setting. Staff have established strong links with local primary schools, which ensures children, are well supported for their future move to school.

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

The setting is led by a manager who is passionate and enthusiastic about her role and responsibilities. She monitors and evaluates the educational programmes to ensure children are progressing well in their learning and development. Staff have a very good understanding of how to effectively safeguard children. They have attended relevant training and know the procedures to follow if they have any concerns, which protects children's welfare. This is further promoted as staff implement a good range of written policies, procedures and risk assessments to ensure children are safe and secure. Staff are actively encouraged to further their professional development, and are well supported through regular team meetings, appraisals and supervisions. Partnerships with parents, external agencies and other professionals are good, which ensures children's individual needs are fully met.

## Setting details

<b>Unique reference number</b>	254050
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	871532
<b>Type of provision</b>	Full-time provision
<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>	150
<b>Name of provider</b>	The Beehive Childcare Group Committee
<b>Date of previous inspection</b>	28 November 2011
<b>Telephone number</b>	01603 259193

The Beehive Childcare Group was registered in 1984. The setting employs 14 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above, including the manager who has Early Years Professional status. The setting receives funding for the provision of early education for two-, three- and four-year-old children. Pre-school sessions are Monday to Friday, from 8.30am until 5.30pm, during school term time. The setting also runs out of school care from 7.45am until 8.30am and from 3.10pm until 5.30pm, during school term time. A holiday club operates from 8.30am until 5.30pm, during school holidays. The setting supports children who speak English as an additional language.

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