

Beehive Day Nursery

Rose Lane, BUNGAY, Suffolk, NR35 1DQ



Inspection date

13 May 2015

Previous inspection date

16 September 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff have developed effective partnerships with parents. This enables a two-way flow of information to support children's learning, both in the setting and at home. Parents value the level of communication they have with staff.
- Children with special educational needs and/or disabilities are well supported by knowledgeable and sensitive staff. The nursery has made good links with other professionals, to support children to make the best possible progress.
- Children are effectively prepared for school, as they regularly have opportunities to develop their listening skills, such as during group times. Staff support children in developing a desire to learn and their natural curiosity. These are skills needed to progress well in the future.
- Children regularly use the exciting and stimulating outdoor area to explore and investigate, and develop their physical skills. Effective staff deployment means children are kept safe from harm, and can engage in a wide range of activities, supported by skilful staff.
- Children behave well, and show care and concern for each other. They develop positive relationships with their peers, and are learning to respect differences. This is because staff are good role models and consistently promote good behaviour.

It is not yet outstanding because:

- Staff do not always give children time to respond, or consistently ask effective questions to ignite thought and imagination.
- The manager does not yet use a full range of techniques to enable her to monitor staff in their interactions with children, in order to precisely identify strengths and weaknesses, to secure continued improvements in staff practice.

What the setting needs to do to improve further

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

- make the most of opportunities to extend children's learning, such as by giving children time and space to explore without taking over or directing, and by using effective questions to further develop children's ideas and imagination
- help staff to consider the impact of their teaching practice on children's learning, by devising even better methods to monitor staff in their interactions with children, in order to highlight strengths and weaknesses, and to secure improvements in practice.

Inspection activities

- The inspector observed activities in the rooms where children play, and the outdoor learning environment.
- The inspector spoke to members of staff and children at appropriate times during the inspection, and held a meeting with the manager of the provision.
- The inspector carried out a joint observation with the manager.
- The inspector took account of the views of parents spoken to on the day of the inspection.
- The inspector looked at a sample of children's assessment records, activity planning and a range of other documentation, including risk assessments and policies.
- The inspector viewed the nursery's self-evaluation form and action plan.
- The inspector checked evidence of the suitability of staff working with children, including the Disclosure and Barring Service records and qualifications.

Inspector

Julie Meredith-Jenkins

Inspection findings

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

The nursery provides a stimulating and rich environment, inside and outside, to support children's learning across all areas. Staff skilfully extend learning by encouraging the children to think about what equipment they need to transport and pour water. However, opportunities are occasionally missed to extend learning further. For example, staff do not always give children time to explore and talk about texture, or develop stories during role-play activities. Staff are motivated and enthusiastic as they sing and join in rhymes with children. This means children are motivated and eager to learn. They enthusiastically join in with an activity to make bread, or engage in story time using props to act out the story. Staff have a good understanding of how children learn, and they know all of them well. Assessment of children's learning is carried out regularly. This enables staff to plan next steps in children's learning, which are interesting and challenging.

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

Staff have developed a good relationship with children. This gives children a secure base from which to learn. As a result, they feel safe and secure, and are open to learning. For example, children take risks as they balance on a beam of wood, with staff at their side. This helps them develop their confidence. Staff are good role models as they sit with children at lunchtime. They remind children to say please and thank you, and model healthy eating. Children have regular opportunities for outdoor play to support their physical development and promote good health. They are regularly given choices, such as voting for which story they want at story time. Consequently, all children are included, which helps them develop a sense of belonging. Staff gather information from parents when their child arrives. As a result, they get to know children well, and this enables a smooth transition, which helps support children's well-being and they settle quickly.

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

The nursery's commitment to safeguarding children is strong. The manager has developed a robust set of policies, which are implemented consistently, to ensure children are kept safe from harm. These are reviewed regularly and shared with staff and parents. The manager regularly reviews practice, and has an ongoing and successful plan for improvement. Parents' and other professionals' views are incorporated into the setting's plan. This adds quality to the evaluation process, and secures better outcomes for children. For example, the nursery engages with a quality assurance team, to help identify and bring about improvements to the learning environment. The manager effectively monitors staff performance through regular supervisions. However, she does not make the best use of a variety of methods, to monitor staff interactions with children. Consequently, she does not consistently identify the impact that teaching has on children's learning. The manager and staff are well qualified and committed to ongoing professional development. Staff demonstrate a commitment to using signing as an alternative way of communicating. This benefits all children, including those with limited language skills.

Setting details

Unique reference number	EY425063
Local authority	Suffolk
Inspection number	852554
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	44
Number of children on roll	101
Name of provider	Mary Louise Hickley
Date of previous inspection	16 September 2011
Telephone number	01986 896 304

Beehive Day Nursery was registered in 2011, and is privately owned. The nursery employs 18 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3 or above. The nursery is open each weekday from 8am to 6pm, for 51 weeks a year. The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2015

