

# Southam Beehive

St James Road, Southam, Warwickshire, CV47 0LY



**Inspection date** 22 February 2017  
Previous inspection date 8 March 2013

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children's safety, welfare and learning are effectively promoted. Managers fully understand their responsibilities. The nursery is well organised. A range of records, documents and policies is used to support the good practice. A good level of external managerial support is also available to promote the efficient running of the nursery.
- The environment is bright, welcoming and stimulating. Staff provide a wide range of activities and experiences that meets children's individual needs. All children progress well in their learning.
- Managers have a good overview of the progress children make. They ensure children requiring additional support benefit from the help they need. This helps to ensure no child falls behind.
- Children are well settled. Staff make use of 'all about me' forms to get to know children when they start and as they move throughout the nursery. They keep up to date about any changes to children's personal information, care needs and home lives.
- Partnership working is strong. Information about children is shared with parents, professionals and other providers where relevant. This helps to promote good continuity in their learning and care between all those involved in their lives.

### It is not yet outstanding because:

- The professional development opportunities available for staff are more focused on promoting children's well-being rather than further developing the quality of teaching. There is room to sharpen the focus to help raise the standard to the highest level.
- Managers do not always reflect carefully on the quality of teaching and children's progress. They do not seek staff's help in setting the most ambitious targets for future development to increase the potential to raise the standard as far as possible.

## What the setting needs to do to improve further

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

- sharpen the focus of the professional development opportunities available for staff towards further improving their teaching skills, in order to help raise the standard to the highest level
- reflect carefully on the quality of teaching and progress children make and include staff in setting more ambitious targets for future development, in order to help raise the standard as far as possible.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside. She assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the management team. She looked at relevant documentation, policies and procedures.
- The inspector discussed the self-evaluation with the management team and checked evidence of the suitability of staff working in the nursery.
- The inspector spoke to parents during the inspection and took account of their views.

### Inspector

Josephine Heath

## Inspection findings

### Effectiveness of the leadership and management is good

Managers evaluate the overall quality of the nursery and are well focused on maintaining good standards. Staff are well supervised. The majority of staff are highly qualified. Their day-to-day practice is observed and they benefit from regular meetings with managers. Staff have access to some training opportunities, such as health and safety, food hygiene, safeguarding and first aid, to build on their skills. This has a particularly positive impact on care practices. The arrangements for safeguarding are effective. Managers and staff have a sound understanding of government safeguarding guidance. They are alert to different indicators that a child may be suffering from harm and understand the importance of reporting any concerns without delay. The environment is clean, safe and secure. Staff conduct daily checks of the environment to ensure the risk of any potential hazards is reduced. This helps to keep children safe.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff routinely observe and assess children's development. They make use of what they know to promote the next steps in children's learning. For example, babies are beginning to gain the confidence to move in different ways. They roll balls, push or pull objects, toddle and climb with support. Staff interact with them positively at their level. They warmly encourage children and praise their efforts. Young children acquire good skills in communication. They are beginning to use simple sentences to express their wants, needs or ideas. Young children also particularly enjoy singing familiar rhymes and songs. Staff talk to children, ask questions and give them time to respond. They provide children the space to work in small groups and they consistently model good language skills. All children are supported to begin to reach their full potential.

### Personal development, behaviour and welfare are good

Children learn about the importance of living a healthy lifestyle. Staff provide children with nutritional snacks and meals and talk to them about the benefits of eating well. Children have opportunities to take part in planting and growing activities. Staff ensure they adopt good hygiene routines and encourage them to manage these independently. Staff also provide children with daily fresh air and encourage exercise. Children enjoy walking, running and riding around on wheeled vehicles outside. Children are socially and emotionally well prepared for the next stage of their learning. They behave well. Staff support children to listen and follow instructions. They help them to take turns and share. Children respect, tolerate and play well with others.

### Outcomes for children are good

Children are becoming highly successful learners equipped with all the skills they need in readiness for the eventual move on to school. Children are confident to play and explore. They are inspired and motivated to learn. Older children are developing very good skills in literacy and mathematics. They enjoy sharing stories with their teachers and can recall familiar stories, talk about what is happening and think about what might happen next. Children also like playing number games. Children can competently count and identify numbers one to five.

## Setting details

<b>Unique reference number</b>	200508
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	1063632
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	56
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Bright Horizons Family Solutions Limited
<b>Registered person unique reference number</b>	RP901358
<b>Date of previous inspection</b>	8 March 2013
<b>Telephone number</b>	01926 353125

Southam Beehive was registered in 1996. The nursery employs 24 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 or 3. There are also two members of staff who hold degrees and one who has early years teacher status. The nursery operates Monday to Friday from 7.30am until 6pm, all year round. It provides funded early education for two-, three- and four-year-old children.

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