

The Beehive Childcare Group

Eaton Parish Hall, Colman Road, NORWICH, NR4 7AW



Inspection date

4 July 2017

Previous inspection date

23 March 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff do not gather precise information from parents about children's learning at home prior to starting at the setting.
- Staff assessment of children's learning is sometimes inaccurate. Staff do not robustly monitor children's progress to ensure that they continue to achieve well.
- Staff in the pre-school room do not plan sufficiently challenging experiences that actively motivate and engage all children.
- Staff do not take reasonable steps to support some children who speak English as an additional language to use their home language in their play and learning.
- At times, staff do not ensure that routine group activities meet the needs of all children in the setting.

It has the following strengths

- Children build secure bonds with staff and seek them out when they need reassurance. They listen and respond well to staff's instructions.
- At times, staff demonstrate effective teaching skills as they play alongside children. They model some language and ask questions to support their learning.
- Staff use the outdoor learning environments effectively. They provide activities for those children who are active learners and prefer to be out in the fresh air. For example, children enjoy water play, digging in the sand, throwing beanbags and using ride-on toys. This helps to support their physical development.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ ensure that detailed information is gathered from parents about what a child knows and can do when they first start at the setting 	29/07/2017
<ul style="list-style-type: none"> ■ ensure staff complete precise and accurate assessments for each child in order to sufficiently review and check on the progress children make 	29/07/2017
<ul style="list-style-type: none"> ■ ensure all children experience engaging and challenging experiences which are carefully planned and accurately targeted to meet their learning needs and support them to make good progress 	29/07/2017
<ul style="list-style-type: none"> ■ ensure that all reasonable steps are taken to provide opportunities for children who speak English as an additional language to develop and use their home language in the setting to help to support them to make good progress in their communication and language skills. 	29/07/2017

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

- adapt the organisation of routine whole group activities to effectively meet the differing needs of all children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and evidence of the suitability of staff working in the setting.
- The inspector spoke to a small number of parents during the inspection and took account of their views.

Inspector
Karen Harris

Inspection findings

Effectiveness of the leadership and management requires improvement

Staff do not involve parents in their children's learning from the outset. They do not gather precise information about children's capabilities when they first start at the setting to establish their abilities accurately. Staff observe children as they play. However, assessments of what children know and can do are not always precise and accurate. Staff do not highlight areas in which children may need additional support. This means that they do not always plan for children's individual learning needs. However, the manager does have systems in place to monitor the use of additional funding to help to promote the development of some children. The arrangements for safeguarding are effective. Staff have supervision sessions and attend relevant training, they have a sound knowledge of child protection procedures, in line with the guidance of the Local Safeguarding Children Board. They know what to do should they have any concerns about children's welfare. Rigorous recruitment and induction procedures are in place to help to ensure that staff are suitable for their role.

Quality of teaching, learning and assessment requires improvement

Staff recognise that children learn through play and, generally, support them appropriately so that they make some progress in their learning. However, not all staff know how to support children who speak English as an additional language effectively to use their home language in their play. Staff organise the indoor and outdoor environments so that children have free access to a suitable range of toys and resources. Children chose what they want to do. However, activities provided in the main pre-school room do not consistently stimulate children and keep them motivated and interested. On occasions, children initiate their own games, such as hide and seek. Staff supervise children appropriately and remind them of the setting's rules, such as not to run indoors.

Personal development, behaviour and welfare require improvement

Staff are friendly and support children to settle when they first arrive. However, routine activities, such as group story time at the beginning of the session, do not consistently meet all children's needs. Staff interrupt children's play at this time of the day. They ask all children to tidy away what they have just started to do before sitting on a rug. Less-confident children then require additional support from staff to settle back into an activity when the group activity has finished. Staff frequently praise children, helping to build their confidence and self-esteem. They are attentive to children's care needs. For example, staff wipe children's noses whenever needed.

Outcomes for children require improvement

Children enjoy their time at the setting. However, weaknesses in assessment processes mean that staff do not fully support children to make good progress. Nonetheless, children acquire some basic skills in readiness for the next stage in their learning, including starting school. They have opportunities to develop their independence. They have suitable opportunities to develop their early writing skills. Children freely access books indoors and listen well as staff read stories to them.

Setting details

Unique reference number	254050
Local authority	Norfolk
Inspection number	1090365
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 10
Total number of places	65
Number of children on roll	101
Name of registered person	The Beehive Childcare Group Committee
Registered person unique reference number	RP517373
Date of previous inspection	23 March 2015
Telephone number	01603 259193

The Beehive Childcare Group registered in 1984. The setting employs 12 members of childcare staff and an administrator. Of these, eight staff hold appropriate early years qualifications at level 3 or above, including the manager who holds early years professional status. The setting opens Monday to Friday during term time. Sessions are from 8.30am until 5.30pm. The setting offers out-of-school provision. During term time, these sessions are from 7.45am until 8.30am and from 3.10pm until 6pm. During school holidays, with the exception of Christmas and bank holidays, sessions run from 8.30am until 5.30pm. The setting provides funded early education for three- and four-year-old children.

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 reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

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 2017

