

Beehive Pre-school

Holmanleaze, Maidenhead, Berkshire, SL6 8AW



Inspection date

1 February 2018

Previous inspection date

22 May 2014

The quality and standards of the early years provision	This inspection:	Good	2
	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 are confident, independent and direct their own play. All children, including those who speak English as an additional language, make good progress from their starting points.
- Parents speak positively about the setting. Staff work closely with other settings that children attend, keep parents fully up to date with their children's development and work together closely to share children's achievements.
- Staff spend plenty of time playing with children and build strong relationships. Children are happy and enjoy their time at the setting.
- The managers and staff reflect on the effectiveness of the pre-school and make improvements to develop outcomes for children further.
- Staff support children's communication and language skills, and provide a good range of activities. For example, children show a love of music and very much enjoy joining in with their favourite songs during group time.

It is not yet outstanding because:

- The managers do not monitor staff performance as closely as they could, to ensure staff consistently challenge all children and focus sharply on their next steps in learning.
- The managers do not use information gained from assessment precisely enough to help enhance the progress of all groups of children and give them equally good support.

What the setting needs to do to improve further

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

- offer further support to staff to assist them to consistently challenge all children and target their next steps in learning, to help them make even more progress in their learning and development
- make better use of the information gained from assessment to enhance the progress of all groups of children and give them equally good support.

Inspection activities

- The inspector took into account the views of parents spoken to on the day.
- The inspector observed the quality of teaching and the impact on children's learning.
- The inspector conducted a joint observation with the pre-school managers.
- The inspector held discussions with the manager, children and staff at appropriate times during the inspection.
- The inspector looked at various documents, including policies and procedures, risk assessments, staff training records, records for children and evidence of the suitability of staff.

Inspector

Jane Franks

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a confident knowledge of their role in protecting children from harm. They understand their responsibilities to record and report any information should they have any concerns about the welfare of a child. The managers and staff monitor the development of individual children closely and quickly identify any gaps in their learning. They use funding effectively to offer further support for children. Overall, the managers support their staff well to develop their skills and maintain their good practice. For example, they provide individual and team meetings, offer guidance and encourage staff to research new ideas. This has had a positive impact on the outdoor learning experiences that staff provide for children.

Quality of teaching, learning and assessment is good

Staff provide a broad range of activities and, overall, encourage children to be inquisitive learners and to persevere at tasks. For example, children focus intently when connecting train tracks and building constructions. Staff support children's early literacy skills well. For example, older children recognise their names in print when they arrive in the morning and younger children make marks using their fingers, such as in shaving foam. Children are creative and enjoy exploring play dough. Staff encourage them to describe the different textures and identify the shapes they use. Staff encourage plenty of interesting conversations with children, for example, as children delight in building their volcano in the sand pit.

Personal development, behaviour and welfare are good

Settling-in procedures are effective. Children arrive confidently and put their belongings away. They know their routines well and help to look after the environment, for example, by helping to tidy up toys. Children enjoy regular outdoor play and exercise. They learn to negotiate space, such as following the arrow and riding their bicycles the right way. Staff encourage children to think about personal safety. For example, children practise using scissors and cut out play dough shapes. Children are learning to share and to understand that they must take turns and be kind. They learn about and accept differences that exist between people. Children's self-help skills are developing well. For example, they wash their hands and put on their coats.

Outcomes for children are good

Children show good imagination and are curious about the world. They have secure physical skills and enjoy creative activities. Older children learn to write their name, and recognise letters and the sounds they represent. Young children give meaning to their marks and use talk well to express themselves. Children count and compare difference in size confidently. They gain the skills needed for their future learning, such as school.

Setting details

Unique reference number	108439
Local authority	Windsor & Maidenhead
Inspection number	1068372
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	24
Number of children on roll	27
Name of registered person	Beehive Preschool Committee
Registered person unique reference number	RP904834
Date of previous inspection	22 May 2014
Telephone number	01628 777243

Beehive Pre-school registered in 1982. It is a committee-run group situated in Maidenhead, Berkshire. The pre-school opens from 9am to 3pm on Monday to Friday, during term time only. The pre-school is in receipt of funding to provide free early education for children aged two, three and four years. The pre-school employs six members of childcare staff. Of these, four hold recognised early years qualifications at level 3 and one staff member has qualified teacher status.

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