

# The Beehive At Lindford

35 Sycamore Road, Lindford, Bordon, Hampshire GU35 0RD



## Inspection date

6 February 2019

Previous inspection date

Not applicable

## The quality and standards of the early years provision

### This inspection:

**Good**

**2**

Previous inspection:

Not applicable

Effectiveness of 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

- The management team works together efficiently to run the nursery and are committed to providing children with high-quality learning experiences. The manager supports staff to monitor children's progress and reflect on their practice to improve the service they provide to families.
- The staff team provides a warm and caring environment that is welcoming to children and their families. The small team works closely together and communicates well with each other to meet children's needs. Children form good relationships with their key person and other staff, which helps them to feel safe and secure. Staff are friendly and approachable, and offer reassurance to those who need it.
- Children have access to a range of interesting activities to help them develop new skills and support them to achieve their next steps in learning. They make good progress in their learning and development.
- Staff develop good partnerships with parents, other early years providers and external professionals. This successfully helps to promote consistency and continuity of care and learning, and all children, including those with special educational needs, are well supported.
- Staff observe and assess their key children on a regular basis. However, the manager does not consistently ensure that this information is shared with parents in a timely way, in order to help support their child's ongoing learning and development at home.
- Occasionally, children are not fully encouraged to take responsibility for looking after their belongings, for example leaving these out to be tidied away by others.

## What the setting needs to do to improve further

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

- ensure that staff's observations and assessments are consistently shared with parents so that parents can continue to support their child's learning at home
- make the most of opportunities to encourage children to take responsibility for simple tasks, such as looking after their own belongings during the session.

### Inspection activities

- The inspector observed staff's practice and their interactions with children, and assessed the impact of this on children's learning.
- The inspector explored the arrangements for safeguarding children. She also completed a joint observation of an activity with the manager.
- The inspector held discussions with the manager and other members of staff to discuss aspects of leadership and management, including supervision and support arrangements and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including suitability checks of staff who work directly with children and children's developmental records of progress.

#### Inspector

Nina Lambkin

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff know what to do if they are concerned about a child's welfare. They have a good understanding of their responsibility to report any concerns about a child to local agencies. Recruitment procedures are robust. The manager follows strong systems to ensure staff are appropriately vetted and suitable for their role. She continues to support staff, through effective supervision, to reflect on and raise the quality of their provision. Staff are motivated and eager to improve the outcomes for children. They understand the importance of extra training and comment on how useful recent training has been. For example, recent communication training has seen staff implement a visual timeline to support all children to understand the routines of the day. Staff meet regularly to plan activities and share new information. Parents are very complimentary of the care and service staff provide.

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

Staff provide a good range of activities, indoors and outside, which promote all areas of learning. Older children are beginning to recognise initial sounds and write letters from their first name. They use some mathematical language as they play. All children have free-flow access to outside and the staff's effective planning helps to ensure that those children who learn best from being outside are able to do so. Staff engage children in conversation, challenge their thinking and give them time to consider questions before answering. Children learn about similarities and differences. They explore a range of resources that positively reflect diversity, and learn about a range of festivals throughout the year. For example, for Chinese New Year, children took part in a traditional dragon dance.

### Personal development, behaviour and welfare are good

Children begin to understand the effect that physical exercise has on their bodies. They demonstrate high levels of large-muscle control and coordination. For example, they worked together to move resources, to create an obstacle course and then carefully balanced across, knowing to use their arms to steady themselves. Staff supervise children well and make routine checks to ensure the premises are safe and secure. Children learn about the importance of healthy eating, such as when they help to chop a range of vegetables to create a stir fry for their snack.

### Outcomes for children are good

All children make good progress from their initial starting points. They are confident, motivated and interested in the opportunities that the staff provide for them. Children show curiosity and self-assurance as they engage in conversations with visitors. For example, they wanted to know why the visitors were there and what they were doing. Overall, children gain skills that will prepare them for the next stage in their learning.

## Setting details

<b>Unique reference number</b>	EY542722
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10089780
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	The Beehive Montessori Partnership
<b>Registered person unique reference number</b>	RP527481
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	07795270184

The Beehive At Lindford registered in 2016 and is located in Bordon, Hampshire. It is open term time only, from 8.45am until 2.45pm on Monday, Wednesday and Thursday, and from 8.45am to 2pm on Tuesday and Friday. In total, four staff work at the nursery. Of whom, three hold relevant qualifications at level 6. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

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