

Inspection of Buckland Beehive

Village Hall, Buckland Monachorum, YELVERTON, Devon PL20 7NQ

Inspection date:

19 November 2019

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Not applicable

What is it like to attend this early years setting?

The provision requires improvement

Staff provide a warm and welcoming environment where children are happy and settled. Children's independence is supported well. For example, children can pour their own drinks and help prepare snacks for their friends. Children behave well. They are kind to one another and have respect for their environment. As the bell rings, children know they need to tidy away their toys. Some adult-led activities are not always appropriate for children's stages of development. For example, during an activity for children to recognise numbers on a dot-to-dot sheet, some children are very able and are quick to recognise all of the numbers, while others struggle to hold a pen. Staff do not consider each child's individual developmental needs and plan effectively to ensure that children are adequately challenged.

Parents speak highly of the pre-school. They value how happy and settled their children are. They receive regular feedback on their children's learning and progress. In addition, they receive weekly newsletters with ideas of how to support learning at home. Children have positive attachments with staff because there is an effective key-person system. Staff show warmth and respond to children when they are feeling sad. They offer cuddles and read stories to help new children settle.

What does the early years setting do well and what does it need to do better?

- Children's early literacy is supported well. For instance, they sing along to music and identify letters and the sounds they represent. They confidently think of other words that contain the same initial sound. Children confidently recognise their names. When they arrive each day, they select the right leaf containing their name from the pre-school 'tree'.
- Children learn about caring for animals. They have two pet guinea pigs that they look after. Children help to feed them each day and ensure they have plenty of fresh water to drink.
- Staff receive some feedback on their performance, but this does not help them to develop their skills and knowledge to support children's learning effectively. As a result, the quality of teaching is not as good as it could be.
- Children have access to an outside space with a wide range of resources, where they can run, jump, dig and balance. They enjoy using their imagination as they make 'campfires' from sticks and pine cones they find in the garden.
- Children have a strong sense of belonging. They have daily 'show and tell' times when they can share their special toys or things that they have brought in from home. They enjoy telling their friends about their special toys and hand them around for their friends to take a closer look.
- Children learn about the world around them. They have a role-play 'travel agent's office', which supports the theme of summer time. Staff support children to explore a map of the world as they look for Canada as a holiday destination.

- Children learn about nature. They look at the detail on butterfly wings, and talk about the colours they see. They use paint to make butterfly paintings to represent what they have seen.
- The manager has worked hard to build effective links with the local primary school. Children visit the school regularly for swimming sessions and outdoor play times in the 'muddy' area. This ensures children settle quickly when they move to school.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the procedure to follow in the event of a concern about a child or colleague. The designated lead for safeguarding attends regular safeguarding meetings to ensure her knowledge is up to date. Staff record information when they have concerns about children's welfare, and they liaise with other professionals and parents to ensure children are safeguarded. The manager has effective recruitment procedures in place, which she regularly reviews, to ensure that staff are suitable to fulfil their roles.

What does the setting need to do to improve?

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

	Due date
ensure staff have support, coaching and training to improve teaching so that they offer quality learning and development experiences for children	20/12/2019
ensure adult-led activities are based on what children know, understand and can do, and what they need to learn next.	20/12/2019

Setting details

Unique reference number	EY546874
Local authority	Devon
Inspection number	10105899
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children	2 to 4
Total number of places	16
Number of children on roll	21
Name of registered person	Buckland Beehive Ltd
Registered person unique reference number	RP546873
Telephone number	01822 853634
Date of previous inspection	Not applicable

Information about this early years setting

Buckland Beehive registered in 2017 and operates from the village of Buckland Monachorum, near Yelverton, Devon. The pre-school provides care for children from two years of age. The setting operates on Monday, Wednesday and Thursday from 9am until 1pm, and from 9am until 3pm on Tuesday and Friday, during school term times. There are three members of staff working alongside the manager, all of whom hold an appropriate level 3 qualification.

Information about this inspection

Inspector

Johanna Hughes

Inspection activities

- The inspector observed children at play indoors and outdoors.
- The inspector sampled a range of documentation, including policies and procedures, safeguarding records and staff files.
- The inspector carried out two joint observations with the manager to assess the quality of teaching.
- The inspector gathered the views and feedback from parents.
- The inspector spoke with staff and children.

We carried out this inspection 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.

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