

# Inspection of Beehive Playgroup

The Academy Of Cuxton Schools, Bush Road, Cuxton, Rochester, Kent ME2 1EY

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Inspection date: 31 March 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

Children and parents receive a warm welcome on arrival. Due to the COVID-19 pandemic, children sanitise their hands before entering the building. They go on to greet their friends enthusiastically and confidently select activities they wish to participate in. Young children build warm and trusting relationships with staff. They benefit from staff who are attentive and sensitive to their needs. For example, staff offer reassurance to new children settling into daily routines. They create playfulness when children decide to sing songs and support them to move their bodies as they sing. This supports children's emotional well-being and helps them to feel settled.

Children develop good levels of independence. For example, on arrival children complete self-registration tasks. They know to place their lunch box on a rack, hang up their coats, and quickly recognise themselves in photos, proudly placing them on a board. Children behave well and develop good social skills. They receive clear guidance and explanations from staff. This gives children confidence to participate and develop a can-do attitude to learning. They play together happily and demonstrate positive friendships. For instance, they look at books together and enjoy acting out characters in their favourite stories. Children demonstrate they feel safe and secure at the setting. They acquire necessary skills in readiness for school.

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

- Management has a clear vision for the setting. They are enthusiastic and dedicated in providing children with the best possible start in life. Management value their staff team and they work well together to create a nurturing environment for children. Together, the whole staff team evaluate the setting to promote continuous improvement.
- Management engages with staff to ensure they are aware of any pressures on their well-being from their workload. They offer flexible working hours to support staff's well-being and home life. Staff receive regular supervision and complete training and development opportunities. The most recent being supporting children with speech and language delay and those with special educational needs and/or disabilities. This is having a positive impact on individual children's learning.
- The manager and staff have a good understanding of their curriculum intent and what they want children to learn. Staff know their key children well and plan activities that capture their interests and support their ongoing development. The manager and staff evaluate the impact of activities on children's progress. They share regular updates about children's progress with parents through online platforms.

- Parents speak very highly about their children's experiences at the setting. During the COVID-19 pandemic lockdowns, key-person parents felt extremely well supported. In addition, staff shared ideas with parents of those children not attending to support their learning at home.
- Staff provide a stimulating environment, which encourages children's good motivation in their play and learning. They build on older children's ideas well. For example, staff challenge children to find different numbers while playing mathematical games. Toddlers enjoy exploring different textures, such as soil when playing with dinosaurs, and younger children excitedly make marks with colourful chinks. However, occasionally, some staff interactions with children are not focused on extending and challenging all children's learning to a higher level.
- Staff support all children to develop a love of books. Younger children eagerly explore the fruits eaten by a caterpillar. Pre-school staff adapt popular stories by adding children's names, which quickly captures their imaginations. Children go on to explore the illustrations and narratives of books, which supports their literacy skills.
- Staff promote equality and diversity well. Children learn about each other's cultures through books and a wealth of creative activities. For example, children make lanterns to celebrate Chinese New Year and explore the history of St Patrick's Day.
- Children have lots of opportunities for fresh air and exercise. They use equipment such as rackets and balls, balancing planks, and ride-on tricycles. This gives children good opportunities to improve their physical skills. Staff respond quickly to children's requests. For example, when children notice that it is snowing, staff quickly agree to take them outside. Children became excited as they try to catch the falling snow.

## Safeguarding

The arrangements for safeguarding are effective.

Management fully understands the importance of keeping children safe. All staff have a thorough knowledge of the signs and symptoms that may indicate a child is at risk of harm. They know who to contact if there are any concerns about a child's welfare. Management ensure that they and all the staff keep their training up to date. This includes wider safeguarding issues, such as domestic violence, and cultural practices, such as witchcraft. A robust recruitment system is in place to ensure the suitability of all staff working with children.

## What does the setting need to do to improve?

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

- make the most of staff interactions with children to offer further challenge and extend children's learning fully.

## Setting details

<b>Unique reference number</b>	2538133
<b>Local authority</b>	Medway
<b>Inspection number</b>	10208628
<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>	Full day care
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	85
<b>Number of children on roll</b>	146
<b>Name of registered person</b>	Beehive & Buzz! Childcare CIC
<b>Registered person unique reference number</b>	2538132
<b>Telephone number</b>	01634 723085
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Beehive Playgroup re-registered in 2019 and is located in Rochester, Kent. It is open Monday to Friday from 7.45am to 6pm during term time. A total of 18 staff work with the children and 13 hold early years qualifications. The manager holds a degree in early years education. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. The setting operates Buzz out-of-school club from 7.45 to 8.30 and 3.15 to 6pm. In addition, Buzz! Holiday club operates from 7.45 to 6pm.

## Information about this inspection

### Inspector

Janet Thouless

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Children told the inspector about their friends and their favourite activities.
- Parents shared their views of the setting with the inspector.

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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