

Inspection of Beehive Day Nursery

Rose Lane, BUNGAY, Suffolk NR35 1DQ

Inspection date: 6 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive eager to start their day at this friendly nursery. They separate easily from their parents and go to find their named doll to self-register. Children look for their friends and give them welcoming hugs. They hold hands and find interesting activities together. Children explore storybooks and non-fiction texts. They turn the pages with confidence and comment on the pictures they see. Toddlers enjoy playing imaginatively. They roll play dough into sausage shapes to make 'breakfast'. Babies investigate sensory toys. They shake musical instruments and cuddle soft toys.

Children show good attitudes to learning. They express themselves well in their drawings and paintings. Children are curious about toy animals frozen in ice. They learn about problem-solving as they share solutions. Children enjoy using pipettes to squirt warm water. They cheer when the ice starts to melt. Staff praise children and tell them, 'good team work'. This helps to support children's self-esteem.

Children show kindness and consideration. They notice when their friends seem upset and rush over to give them hugs. Children share toy vehicles and work together to attach trailers onto lorries. Staff encourage sharing. They deliberately include themselves in group games to model turn-taking.

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

- Staff have created a curriculum that centres around each individual child. They use weekly 'reflection' sessions to monitor children's progress and identify gaps in development. Staff are quick to respond to children's changing interests and preferences.
- Children have very strong bonds with staff. They show that they feel secure and safe. Babies crawl onto staff's laps to share books. They reach out their arms for a cuddle when they need reassurance. Older children are delighted when staff sit next to them on the carpet. They have big smiles and snuggle up closely.
- Children with special educational needs and/or disabilities are supported well. Staff make timely referrals to other agencies. They signpost parents to further support and appropriate information. Staff consistently use sign language to communicate with children. As a result, children make good progress.
- Staff promote children's language development. They sing familiar songs and ask a range of open questions. Toddlers choose from wooden discs that link to their favourite nursery rhymes. They enjoy singing 'Five Little Monkeys', and giggle as they jump up and down. Staff name the toys that babies play with, encouraging them to copy. For example, they name animal puppets, such as 'mouse' and 'elephant'.
- Children are developing a good understanding of the wider community. Staff

arrange trips to local shops and parks to widen children's experiences. Special visitors are invited into the nursery on a regular basis. For example, children enjoy time with a 'Pets as Therapy' dog. They stroke the dog and talk to its owner.

- Children make good progress in their mathematical development. Staff in the baby room use puppets to introduce positional language, such as 'through' and 'under'. Toddlers recognise coloured cars and count chalk marks as they draw. Older children confidently count to 20, as they participate in good morning routines.
- Partnerships with parents are strong. Parents say they are 'impressed' with how much progress their children make. They report that staff are 'kind and nurturing'. Staff share regular observations and assessments with parents electronically, so that they are fully included in their children's learning.
- The manager is an effective leader. She carefully evaluates the provision to drive improvement. She creates a strong ethos of reflection and ambition. Staff feel well supported and report high levels of enthusiasm for their roles.
- Staff interact well with most children. They get down to their level and show an interest in what they are doing. However, this is not always consistent. Children who are less confident do not always benefit from the same prolonged interactions with staff.
- Staff encourage children to wash their hands before mealtimes. However, they do not always teach children about the importance of covering their mouths when coughing and sneezing.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their roles and responsibilities in keeping children safe from harm. They have good knowledge of all aspects of safeguarding and can identify the signs of abuse. Staff know what to do and who to approach when they have a concern about a child or an adult, including if an allegation is made against staff. Robust procedures are in place to help ensure any new staff members are suitable to work with children. Staff carry out daily risk assessments to help minimise risks and hazards. This helps to keep children safe.

What does the setting need to do to improve?

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

- support staff to engage with quieter children more frequently to enable them to get the most out of learning experiences
- help children learn about good hygiene practices and why these are important.

Setting details

Unique reference number	EY425063
Local authority	Suffolk
Inspection number	10265327
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	44
Number of children on roll	75
Name of registered person	Hickley, Mary Louise
Registered person unique reference number	RP511801
Telephone number	01986 896 304
Date of previous inspection	2 June 2017

Information about this early years setting

Beehive Day Nursery registered in 2011 and is located in Bungay, Suffolk. The nursery employs 19 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, three at level 5, 10 at level 3 and one at level 2. The nursery opens all year round, except for bank holidays and Christmas. Sessions are from 8am to 6pm, Monday to Friday. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Oakden

Inspection activities

- This was the first routine inspection the nursery 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 her evaluation of the setting.
- The manager led the inspector on a learning walk and talked to the inspector about what they want children to learn.
- The inspector observed the quality of education being provided and assessed the impact this has on children's learning.
- The manager and the inspector carried out a joint observation together.
- Staff and children spoke to the inspector at appropriate times throughout the inspection.
- The inspector took account of parents' views of the nursery.
- The manager provided the inspector with a sample of key documents on request.

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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