

Inspection of Beehive Childcare Nursery

1 Regent Park Road, BIRMINGHAM B10 0QP

Inspection date: 13 January 2023

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

What is it like to attend this early years setting?

The provision is good

Children are happy and enjoy their time in this inviting nursery. They form close bonds with staff, which helps them to settle quickly when they arrive. Children learn about healthy lifestyles and have daily access to the outdoor garden. They enjoy exploring outside in all weathers. Children gather mud to stir in pots and saucers. They use their imagination to make 'tea and cookies' in the outdoor kitchen. This builds on their creative skills and encourages playful conversation with staff, who pretend to eat them.

Children listen to instructions and respect their friends' ideas as they make play dough together. Children vote on the colour they will create. This helps them to understand democracy and value the opinion of others. Children wait patiently for their turn to mix the dough with their hands. These are vital skills needed for their future learning, such as their eventual move to school. Staff use these activities to introduce new words, such as kneading and sequins. This adds interest to keep children engaged and widens their vocabulary.

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

- Leaders design an exciting and structured curriculum that builds on what children know and can do. Staff take the time to gather information from parents. This supports the children's transition into nursery well. Staff plan interesting activities that focus the children for long periods of time. This means they behave well. However, staff do not always plan activities based on children's individual next steps, to ensure that any gaps in learning are swiftly closed.
- Support for children with special educational needs and/or disabilities (SEND) is good. Staff sensitively meet the individual needs of children with respect and dignity. Staff recognise when children need focused one-to-one time in the calming sensory room. This helps children to feel safe, secure and form bonds with staff. The special educational needs coordinator (SENCo) works well with other professionals. This means that children get early intervention and are quickly working towards their targets.
- There is a strong focus on teaching numeracy skills. Children demonstrate good knowledge of recognising numbers, counting and shapes. Staff encourage children to count the number of people in their family. This also helps to spark conversations as children talk confidently about their home life.
- Staff teach children about equality and diversity. They share interesting books with children about alternative family dynamics. Staff explain that there are several possibilities for relationships within a family and that these are all normal. This helps children to accept, understand and respect differences.
- The quality of teaching is good. Staff engage in meaningful interactions with

children. They are calm in their approach to teaching children. They give children time to think and respond to questions. This deepens their understanding and builds their problem-solving skills. Staff do not consistently explain the impact of the children's unwanted behaviour, to help them to understand the feelings of others as they begin to learn to share.

- Children are encouraged to express their own ideas and creativity. Work throughout the nursery is clearly the efforts of the children. Staff support children by role modelling and giving examples, but allow children to follow their own interests. This builds self-esteem, and children proudly show off their achievements.
- Parents speak highly of the nursery. They comment that their children have made good progress with their speech and language skills. Regular parent meetings mean they are informed about their children's progress and what they are working on next. This good communication helps children to consolidate learning at home as well as at nursery. This means that children achieve their targets faster.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their role and responsibility to keep children safe. Staff know the correct procedures to follow if they are concerned about a child's welfare. Effective risk assessments of the indoor and outdoor areas mean children are safe from hazards. The environment is clean and hygienic, and hazards are removed out of reach of children. Managers know the correct procedure to follow if an allegation is made about a member of staff. Robust recruitment processes mean staff working with children are suitable to do so.

What does the setting need to do to improve?

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

- enhance the planning of adult-led activities to more sharply focus on children's next steps
- help staff to know when to explain the impact of unwanted behaviour, to support the children's understanding even further.

Setting details

Unique reference number	2598872
Local authority	Birmingham
Inspection number	10262834
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	2 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	Beehive Childcare Limited
Registered person unique reference number	2508742
Telephone number	07508 779580
Date of previous inspection	Not applicable

Information about this early years setting

Beehive Childcare Nursery in Birmingham registered in 2020. A team of eight staff are employed to work with the children, six of whom hold early years qualifications at level 3, one at level 2 and one is unqualified. The nursery is open term time only, Monday to Friday, from 9am until 3pm. Funded early education is provided for two-, three- and four-year-old children.

Information about this inspection

Inspector

Katie Rudge

Inspection activities

- This was the first routine inspection the provider 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.

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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