

Inspection of The Hive Preschool

21st Bristol Scout Hut, Bamfield Road, Bristol, Avon BS14 0XD

Inspection date: 22 June 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Leaders and staff do not demonstrate a good enough understanding of how to identify risks to keep children safe. Staff do not notice when children leave the garden and access the building unsupervised, where risks are present. Children wander off on their own into areas where they are able to access the kitchen because staff do not ensure they keep the kitchen door closed.

Leaders have been developing the curriculum and have clear ideas about what they want children to learn. However, the curriculum is not ambitious enough and it does not offer children appropriate levels of challenge. Although children enjoy playing and exploring the different resources and activities on offer, these are not targeted to support what children need to learn next. Consequently, children do not learn the skills that they need for their future learning and are not prepared well enough for starting school. In addition, leaders do not ensure that all parents receive regular information about their children's progress and what their children need to learn next.

Staff recognise where children have delays in their development or have special educational needs and/or disabilities (SEND). They refer to other professionals to access help for children and their families. However, staff do not use the information they know about individual children to help children make progress and close any gaps in their development. The quieter and less confident children spend a lot of time wandering and following staff around the room and are not supported to engage in the activities on offer. In addition, staff do not use consistent strategies to support children who find it difficult to manage their feelings and behaviour in an appropriate way. Some children demonstrate challenging behaviour and staff struggle to support these children effectively.

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

- Leaders and staff do not do enough to ensure children are kept safe. Children have to kneel up on the benches to reach the tables as they eat because the tables are too high for them. When they do, children wobble on the benches as they struggle to balance themselves and risk falling off. In addition, staff do not deploy themselves in a way that ensures children are supervised sufficiently. For example, staff do not notice when children have gone inside from the garden without supervision and are able to access the kitchen, where medication, chemicals and knives are stored.
- Children with SEND do not receive the additional support that they need to help them to make progress in their learning. Although staff recognise the areas of learning where children are struggling, they do not consider how they can provide children with targeted support to help them to make good progress.

Consequently, children with SEND are at risk of falling further behind with their development.

- Leaders and staff have been developing a curriculum to focus on what they want children to learn during their time at pre-school. However, the curriculum does not offer children the challenge that they need, and children do not benefit from purposeful learning experiences. Children are not learning key skills such as how to cut with scissors, as staff do this for them unnecessarily rather than giving them the opportunity to try for themselves. Furthermore, staff do not ensure that all parents are aware of how they can support their children's learning at home.
- Leaders and staff are welcoming. They form warm relationships with the children and get to know them well. However, they do not use the information that they gather about individual children to target the curriculum effectively. Staff do not set clear boundaries and expectations as children play. For instance, children take the paintbrushes from the easels in the garden and paint all over the equipment. They throw water and splash paint. Children receive no guidance from staff to help them understand how to use equipment appropriately and are not developing this skill needed for the next stage of their learning
- Children are not supported to manage their behaviour or learn about its impact on others. Staff ignore poor behaviour, allowing children to continue to use inappropriate language in front of other children. For example, they name-call in front of staff, and staff do not react. Some children struggle to listen and to follow the routines and rules. For example, they do not listen to staff, refuse to come in from the garden with the other children and run off when staff call them.

Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in risk assessment compromise children's safety. Leaders and staff do not recognise the risks to children from accessing areas of the setting unsupervised or not being able to sit safely to eat their snacks and lunch. Some children's behaviour compromises their own safety and well-being. For example, they run around with scissors and hide. Staff do not know how to respond and do not provide children with the support they need to understand why such behaviour is not appropriate or safe. However, leaders ensure that staff have a suitable understanding of the child protection procedures. Staff are able to identify the signs of abuse and they know the procedures to follow if they have safeguarding concerns about a child.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve understanding of how to identify and minimise risks to children	23/06/2023
ensure that children with SEND receive appropriate support to help them to make good progress in their learning	30/06/2023
develop strategies to manage children's behaviour effectively, to help them understand the consequences of their actions and how to keep safe	30/06/2023
plan and implement a curriculum that offers children challenge and targets their learning effectively	21/07/2023
ensure parents are informed about their children's progress and how to support their learning at home.	21/07/2023

Setting details

Unique reference number	2537721
Local authority	Bristol City of
Inspection number	10248689
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	38
Number of children on roll	46
Name of registered person	J Akerman and T Pople partnership
Registered person unique reference number	2537720
Telephone number	07515662260
Date of previous inspection	1 July 2022

Information about this early years setting

The Hive Preschool registered in 2019. It operates from a Scout hut in the Whitchurch area of Bristol. The pre-school is open from Monday to Friday during term time. Sessions are from 8am to 2.30pm on Monday. On Tuesday to Friday, sessions are from 8am to 4pm. Nine members of staff are employed to work with the children. Of these, five hold qualifications at level 3 and one has a level 2 qualification. The pre-school receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- The inspector discussed any continued 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 talked to staff and parents at appropriate times during the inspection and took account of their views.
- 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.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the pre-school.

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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