

Inspection of The Hive Preschool

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

Inspection date: 5 December 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Leaders have made considerable improvements to their risk assessments and deployment of staff to ensure they help keep children safe. For example, staff support children to access activities safely, such as when using scissors, and they are always in the garden space when children are outdoors. At mealtimes, children have access to age-appropriate seating, and staff sit with them to supervise and support them where needed.

Leaders and staff have worked hard to develop and deliver a broad and meaningful curriculum. They use the information provided by parents about their children, and from their own observations, to create exciting and purposeful learning opportunities. This term, children are learning 'all about me'. Leaders and staff use this as a focus to support children to develop relationships and share their experiences. For example, children use their imaginations as they explore the small-world winter scene staff have created for them. Staff spark a conversation when they ask children about their houses and if they have a chimney. Children confidently share information about their homes with others.

Staff work closely with parents and external professionals to support children with special educational needs and/or disabilities effectively. Staff track and monitor children to identify if they are making enough progress. Staff use strategies and information about the children to create targeted learning opportunities for them. For example, staff create small-group times to develop children's speech, with 'sound sacks' and 'bucket time' activities to improve children's concentration. Children make good progress from their starting points.

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

- Leaders and staff know the children well and create good relationships with them. When children first start, they allow time for the key person to get to know children and families. Staff adapt their teaching styles to meet the needs of the children. Children who are particularly anxious are sensitively reassured and distracted by staff. Staff skilfully refocus children and engage them in a favoured craft activity. Children engage happily and their anxiety subsides. Children eagerly seek out staff to show them their finished creations and say, 'Look what I made.' Staff praise children and they beam with pride.
- Staff help children to manage their own emotions. At morning group times, they use breathing techniques with the children to support their self-regulation, ready for the day ahead. Children play cooperatively together and share items harmoniously. For example, in the garden, children explore messy play, and when others join the activity, they make space for them and offer them resources to play with.

- Staff do not always support the younger children, and those who have recently started, as well as they could to help them understand the pre-school routines, what to expect and when. At times, these children repeatedly try to access items that it is not yet time for. For example, they attempt to access their lunch box before it is time for lunch, and become confused and upset when they are told it is not yet time for this.
- Children have lots of opportunities to develop their physical skills and learn how to keep themselves healthy. Staff offer healthy snacks and sit with children to discuss everyday foods and 'treat foods'. Children develop their small hand muscles for early writing when they manipulate play dough into different shapes with their hands and use the resources on offer. Staff engage children in focused physical activities. They ask children to feel their heart before the activity and again when they have finished. Children and staff discuss the impact of physical activity on the body and how it keeps your heart healthy.
- Leaders have worked with outside agencies to support and empower the staff team. Staff report that they feel well supported by leaders. They have regular supervision meetings, training opportunities and staff meetings to upskill their practice. For example, staff have attended training about 'teachable moments' and how they can use these in their practice to extend children's learning even further. Leaders organise team celebration events to support morale and well-being. Staff are happy and provide a caring and nurturing learning environment for children.
- There is a positive partnership with parents. Parents say that they are well informed about their children's learning and that their children are making good progress. They comment on the kind and nurturing staff team and say that their children love attending the pre-school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff provide a safe and secure environment for children to play and learn in. They are aware of the signs and symptoms that may be indicators that a child is at risk of harm. Staff have a good knowledge of how to report and record a concern. They are aware of how to escalate this to outside agencies, should this be required. Staff are aware of how to report a concern regarding a colleague should they need to. The manager implements robust recruitment and ongoing monitoring procedures to help ensure all staff are suitable to work with children.

What does the setting need to do to improve?

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

- consistently implement strategies that are already in place to support younger children's understanding of the daily routine and what to expect next.

Setting details

Unique reference number	2537721
Local authority	Bristol City of
Inspection number	10304344
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	26
Number of children on roll	24
Name of registered person	J Akerman and T Pople partnership
Registered person unique reference number	2537720
Telephone number	07444 138974
Date of previous inspection	22 June 2023

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. Six members of staff are employed to work with the children. Of these, four hold qualifications at level 3, one is working towards a level 3 qualification and one is unqualified. The pre-school receives funding for the provision of free early years education for children aged three and four years.

Information about this inspection

Inspector

Sarah-Louise Clements

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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