

Inspection of The Beehive Childcare Group at Jubilee

Jubilee Community Centre, Long John Hill, Norwich NR1 2EX

Inspection date: 13 March 2024

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 and their families are greeted with enthusiasm by the affectionate staff at this community setting. Children come in happily. They demonstrate that they know the arrival routines well, and this helps them to feel safe and secure as they separate from their parents. Children quickly become engaged in the exciting range of well-presented activities provided by staff. They chat happily with their friends or to interested staff, who provide effective support for children who need more help to settle to their play.

Staff consistently model kind and considerate behaviours. They employ successful strategies to teach children how to play cooperatively and provide gentle support for children who find this more tricky. Consequently, children learn good skills in turn taking and shared play.

Staff take care to get to know the children well. They spend time talking to children and assessing what they need to make progress in their learning. Staff are ambitious for children. When children are excelling in their learning, staff ensure that they are continuously challenged to think more deeply and build on what they know and can do. Additional funding is well targeted to meet individual children's needs. All children make good progress in their learning and development.

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

- Leaders and managers work hard to create a culture where staff are valued. Staff report high levels of well-being. They attend useful training together and have time to discuss how they will implement improvements to the setting. Leaders create a calm and cooperative environment where staff and children can thrive.
- Partnerships with parents are good. Staff gather important information before children start attending. This includes information about children's cultural backgrounds and key words in children's additional languages. Staff use this information to plan for the whole setting to celebrate important events together. All children, including those who speak English as an additional language, make good progress in their speaking and listening skills. They develop a sense of what makes them unique and value the diversity within the setting.
- Staff ensure that books and the spoken word are embedded in all areas of the setting. Staff read to children frequently and encourage a love of books and stories. Children engage in lovely conversations with staff and each other. Staff draw children's attention to the sounds that they hear. For instance, at registration, children learn to listen to the sound at the beginning of their name. Staff teach them to recognise how their name is written and to be able to select it from others. Children build their knowledge of letters and sounds in an age-

appropriate way, in preparation for later learning.

- Staff plan interesting opportunities for children to extend their knowledge and understanding. For example, they put x-ray pictures in the home corner and provide clear blocks with insects inside them. Staff skilfully use children's curiosity to inspire exploration and introduce new vocabulary into their conversations. Children become motivated communicators who are well prepared for future investigations and learning.
- Children have plenty of opportunities to develop their confidence in their bodies. They learn yoga and spend time dancing and moving to music. They develop good self-care skills as they independently put on their own socks and shoes and confidently manage their own coats and zips.
- Although support for staff is effective, evaluation of the setting does not yet identify all areas for development. For example, leaders and managers have not recognised that the snack-time routine leaves some young children sitting and waiting at the tables while staff focus on supporting handwashing. This leads to children becoming restless and they struggle to manage their behaviour as they sit and wait for snack to start.
- Staff implement a simple set of golden rules for children. However, the implementation of these rules, such as no running indoors, is applied inconsistently. This is confusing for children and risks undermining the good work that staff do to teach children about expected behaviours.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve evaluation of the setting so that the ambitious leadership and management can precisely identify areas for further improvement to the delivery of the curriculum
- ensure that setting rules are consistently implemented.

Setting details

Unique reference number	2659051
Local authority	Norfolk
Inspection number	10332861
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	24
Number of children on roll	16
Name of registered person	The Beehive Childcare Group Committee
Registered person unique reference number	RP517373
Telephone number	01603259193
Date of previous inspection	Not applicable

Information about this early years setting

The Beehive Childcare Group at Jubilee registered in October 2021 and operates in Norwich, Norfolk. It is run by The Beehive Childcare Group Committee, which operates one other setting in Norwich. The setting employs six members of childcare staff, five of whom have relevant childcare qualifications. The setting opens from 9am to midday, Monday to Friday, term time only. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Terrie Simpson

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 room leader joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- 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 spoke to several parents and took account of their views.

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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