

Inspection of The Beehive Day Nursery Ltd

Roughmoor, Bishops Hull, Taunton TA1 5AA

Inspection date: 6 August 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	Good
--	------

What is it like to attend this early years setting?

The provision is good

Children keenly participate in nursery life and thrive in the warm and welcoming environment. They engage in a broad curriculum, leading their own play and immersing themselves in focused learning. Young children show curiosity, for example, when using a range of tools to make marks. Children build on their previous early writing skills, using pumps and pipettes to dispense paint. They persevere when dispensing becomes tricky, following staff's actions and instructions to use the pipette with confidence.

There are good opportunities for children to be active and learn the importance of healthy lifestyles. For example, children enjoy mindfulness as they follow different yoga stretches and move in different ways as they swirl ribbons. Children thoroughly enjoy their time in the meadow, such as taking turns to pull each other up the mound in the trailer. Older children listen well to a familiar story, acting out the different ways to hunt the bear.

Young children and babies enjoy small-group times that help them to develop their social skills, to hear spoken language and to develop their understanding. For example, babies enjoy the song basket, selecting a toy from the basket. Staff sing and sign familiar songs, encouraging babies to become familiar with vocabulary and the rhythm of words. Babies listen attentively and respond with a happy smile. They follow instructions well, returning their chosen toy to the basket when asked. They respond to their names when sharing a book and lift the flap. Staff commentate well, introducing new names and sounds for the vehicles for children to repeat.

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

- Staff gather a wealth of information, including that obtained from parents when children start, to design a well-balanced curriculum. They carefully consider children's interests and learning styles. They assess children's progress well and quickly identify where children may require extra support. This is particularly evident in the individualised planning to support children's speech and language skills. Staff show patience and know what will entice children to learn. For example, children keenly engage in a fishing game designed to help them learn new vocabulary and to explore sounds. Children also excitedly use the torch to find objects and pictures around the room to consolidate their new learning.
- Children behave well, are polite and well mannered. Staff use varied approaches to manage children's behaviour and know which will work best for individual children. Young children engage in turn-taking games to help prepare them for their move to the pre-school room. They listen and follow instructions well, understanding the rules. They are attentive and watch where their friends place

cards, ready for their turn. Children count how many more animals they need to complete their card successfully. They learn to be good winners and losers and understand that next time there may be a different outcome.

- There is a strong partnership with parents. Parents receive valuable information about their children's day and their learning. Staff are helpful and provide ideas to support learning at home. There are many events for them to engage with parents, such as the recent WOW day celebrating the Olympics and a Diwali walk. Parents comment favourably on the leadership and management team, who they feel are visible and responsive to their views.
- Staff are respectful when conducting intimate care routines. They ask young children and babies before changing nappies or wiping noses so they feel safe and valued. Children form incredibly strong bonds with caring and enthusiastic staff. They receive cuddles when they are tired, and staff comfort them when they awake from their nap. Staff meet children's individual care needs successfully.
- All staff understand their responsibilities to keep children safe. They implement robust policies and procedures. For example, they closely monitor children's attendance and promptly address any concerns arising, offering support or signposting to other agencies. Staff keep children safe when walking to the meadow and help them understand the expectations that keep them safe, such as regular headcounts, sun safety and wearing high-visibility jackets.
- The provider empowers staff to develop their professional skills. There are regular staff meetings to discuss new methodologies and approaches to how children learn. The provider monitors the effectiveness of the curriculum and children's progress. They identify relevant training, for example to deliver the mathematics element of the curriculum more consistently. As yet, the provider has not fully embedded arrangements to ensure consistency in the quality of teaching and interactions throughout the nursery. For example, some staff do not always help children to think critically and solve problems for themselves.

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:

- embed systems to raise the quality of teaching and interactions to a consistently high level to challenge children further.

Setting details

Unique reference number	EY436790
Local authority	Somerset
Inspection number	10351023
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	62
Number of children on roll	83
Name of registered person	The Beehive Day Nursery Limited
Registered person unique reference number	RP531104
Telephone number	01823339110
Date of previous inspection	27 September 2018

Information about this early years setting

The Beehive Day Nursery Ltd registered in 2011. The nursery is situated in Roughmoor, near Taunton in Somerset. The nursery employs 25 members of staff who work with the children. Of these, 20 have qualifications at level 2 or above, including the provider who holds qualified teacher status and the manager who holds early years professional status. Three staff are currently undertaking level 2 apprenticeships. The nursery opens daily from 7.30am to 6pm, closing for two weeks a year and bank holidays. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Rachael Williams

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 nursery director and manager took the inspector on a learning walk to discuss the curriculum intent.
- The inspector spoke with parents and children during the inspection and read testimonials, considering their views.
- The inspector observed staff interactions with children and discussed their learning.
- The inspector conducted professional discussions with the leadership and management team and staff, including the designated leads for safeguarding, special educational needs coordinators and the equality named coordinator.
- A sample of documentation was discussed and observed.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024