

# The Beehive Day Nursery Ltd

Inspection report for early years provision

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**Inspector** Elaine Douglas

**Setting address** Roughmoor, Bishops Hull, Taunton, TA1 5AA

**Telephone number** 07504393882  
**Email** [info@beehivedaynursery.co.uk](mailto:info@beehivedaynursery.co.uk)  
**Type of setting** Childcare - Non-Domestic

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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## Description of the setting

The Beehive Day Nursery Ltd is a private, family-run, provision and it registered in 2011. The nursery operates from a single storey building which has been extensively renovated to provide a purpose-designed open-plan nursery. Children have access to a secure enclosed outdoor play area and their own meadow with a Forest School area. It is situated next to the Silk Mills Park and Ride, on the outskirts of Taunton. The nursery is open Monday to Friday from 7.45am to 6pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 43 children may attend the nursery at any one time. There are currently 68 children aged from six months to under five years on roll, some in part-time places. The nursery currently supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The nursery provides funded early education for three and four-year-olds.

The nursery director is a qualified teacher. The manager holds a level 3 qualification and is working towards a Foundation Degree in early years. There are six additional members of staff, of whom the deputy holds a level 5 qualification and five staff hold a level 3 early years qualification. They are supported by an administrator and kitchen staff.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery provides a welcoming and stimulating environment where children enjoy their learning and make good progress overall. Excellent partnerships with parents, outside agencies and other providers help ensure staff share extensive information to meet the individual needs of all children. Generally good systems enable babies and children to develop close relationships. Children's safety is given the highest priority and most practices promote a healthy lifestyle. The management and staff work well as a team and demonstrate a strong capacity for continuous improvement for the benefit of the children.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- provide a second key person for children so that when their main key person is away there is a familiar and trusted person who knows the child well
- improve the hygiene routines so that all children develop an understanding of

practices which contribute to good health.

## **The effectiveness of leadership and management of the early years provision**

The procedures for safeguarding children are robust and highly effectively implemented. Extensive risk assessments are carried out in all areas and for activities in the meadow and Forest School. Outstanding systems support staff in implementing well documented procedures for administering medication. Staff use colour-coded cloths and individual bedding to further protect children's health. Staff have an excellent knowledge of their responsibilities with regard to child protection and all are trained in first aid. They keep children safe through vigilant supervision; the layout of the premises enables them to easily communicate with each other to help ensure they are highly effectively deployed. Exemplary record keeping for the safe and efficient management of the nursery includes checking the suitability of adults working with the children.

The management team has a clear focus for continuous improvements. Parents' opinions are valued and a recent survey identifies their complete trust in the staff. The management team has implemented a parents' advisory panel, which has also resulted in events being organised to enable parents to meet with each other. The nursery director and manager drive improvement and provide good role models. They use good systems to ensure consistent information is shared between staff. They are already developing plans ready for the implementation of the new Early Years Foundation Stage framework. Staff discuss the implementation of a policy and use several systems of self-evaluation at every staff meeting, to identify ways of improving outcomes for children. All staff receive regular supervision to discuss their training, safeguarding issues, teamwork and any individual needs.

All children have equal access to the good quality resources which are effectively deployed both indoors and outdoors enabling long-lasting and imaginative play. For example, children pretend to cook and build in the role play areas. They also use a range of resources which provide positive images of diversity. The free-flow to outdoors, at certain times throughout the day, enables children to enjoy physical exercise and choose their preferred learning environment. A wide range of good quality equipment keeps babies safe, while promoting their independence. For example, low chairs with straps enable them to sit at the tables safely. The good key person system enables children to build strong relationships. However, in the absence of the key person there is no system to ensure every child has a special person to manage their care and monitor their development.

Excellent partnerships with other providers ensure that staff have a good awareness of children's individual learning and care needs. They exchange highly effective written and verbal information, including parents and children's comments. Staff have established very successful channels of communication with other professionals to support children with special educational needs. Parents are provided with excellent information on the induction procedure for their children, to keep them fully involved and know what to expect. Parents receive extensive daily written and verbal information. An interpreter is used to help ensure parents

who are learning English as an additional language receive equal access to information.

## **The quality and standards of the early years provision and outcomes for children**

Children are happy and motivated to learn because staff use their observations to identify each child's interests. They provide good interaction demonstrating how to use equipment and providing just the right amount of support for children to achieve. For example, after being shown how to use an umbrella one child manages it through trial and error. Children initiate their own learning. For example, one child chooses a music and movement CD and follows the instructions. The nursery director is also the lead teacher, working with all ages to develop language and literacy. For example, older children play 'I Spy' and younger children listen to sounds to match to pictures.

Children develop good skills for the future. Older children recognise letters and begin to write their name. Staff promote children's mathematical thinking through every day activities. For example, they ask if they would be able to fit in the large box a child is using as a boat. They encourage children to recognise numerals by riding their bike to the corresponding parking bay. Children persevere with new skills, such as putting their coat on independently and are pleased with their achievements. Children of all ages use paint brushes and chalk outside to develop their early writing skills. They become confident communicators as staff in each room read stories and encourage children to ask questions. Older children enjoy taking responsibility, such as pouring their drinks and serving their lunch. Babies and toddlers explore resources using all their senses, pushing buttons to find out what will happen.

Overall children develop good practices to promote their health. Children of all ages relish being outside and take part in bug hunts, exploring the natural environment, and climbing and balancing. Children are provided with a wide range of nutritional meals and grow their own produce. The babies demonstrate excitement as they anticipate food. Staff wipe the noses of the youngest children to minimise the spread of infection and older children help themselves to tissues. Resources and equipment are kept clean and older children wash their hands after using the toilet and clean their teeth after lunch. However, staff do not use all routines to promote hygienic practices, as not all of the youngest children have their hands cleaned before eating.

Staff include children of all abilities and those learning English as an additional language through using sign language and visual aids. They encourage children to work together with a strong emphasis on positive behaviour. Children have a good awareness of expectations. For example, one child notices another has a sticker and asks them what they did that was good. All children take care of the environment and equipment. For example, toddlers help to put toys back into their containers. A good range of resources and activities promote children's positive

awareness of people's differences. Children's awareness of keeping safe is exceptional as they safely use a range of tools and equipment. Children of all ages and abilities move confidently around the nursery. Older children comment on how food that is spilt on the floor can be dangerous and excellent procedures keep babies safe while they sleep.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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