

The Beehive Day Nursery Ltd

Roughmoor, Bishops Hull, Taunton, TA1 5AA

Inspection date	23/05/2013
Previous inspection date	01/05/2012

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- The key person system works effectively. Children make strong attachments with key staff, therefore, they are content and settled in a well-organised and sufficiently equipped learning environment.
- Staff have good knowledge of the children in their care. They plan exciting activities related to their interests and learning priorities.
- Good systems are in place to assess children's progress. Therefore, there is early intervention to support children with special educational needs.
- There is a strong focus on partnership working, especially for families in times of change.

It is not yet good because

- Staff have yet to fully address some areas for improvement and evaluate them to show the impact they have on the children's welfare, learning and development.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children playing inside and in the meadow.
- The inspector observed staff's interactions with the children during their play and care practices.
- The inspector and the owner carried out a joint observation in the baby room.
- The inspector sampled a range of documentation including children's learning pathways and self-evaluation.
- The inspector talked with parents, children and staff at convenient times.
- The inspector gave regular feedback to the owner through out the inspection and gave formal feedback to the owner and manager.

Inspector

Rachael Williams

Full Report

Information about the setting

The Beehive Day Nursery Ltd is a private nursery and registered in 2011. The nursery operates from a single storey building, which provides an open-plan nursery. The nursery is situated in Roughmoor, near Taunton in Somerset. Children are grouped according to their age and stage of development. They have access to an enclosed area and their own enclosed meadow for outdoor play. 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. There are currently 110 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 two, three and four-year-old children.

The nursery director is a qualified teacher. The manager holds a level 4 qualification and is working towards a degree in early years and Early Years Professional Status. The director and manager are supported by 19 staff who work directly with the children. All staff, except for three, have qualifications at level 3 or above. This includes four qualified teachers. They are supported by an administrator and kitchen staff.

What the setting needs to do to improve further

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

- drive improvement further by taking action on all identified areas of weakness to improve all possible outcomes for children, such as using photographs and displays more productively.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children benefit from well-organised and exciting environments both inside and outdoors. They make good progress in all areas of learning as staff are responsive to children's needs and have good knowledge of their learning styles. Staff provide enticing activities and a range of high-quality toys and resources to consolidate and promote learning in all areas.

All children thoroughly enjoy sharing stories. Staff have organised each play space well to provide a comfortable area for children to enjoy books. Toddlers enjoy cuddling up close to listen to a favourite story. Staff effectively question children about the illustrations and children imitate this for example, asking staff to 'find your favourite page' and question

why it is her favourite. Toddlers count confidently for example, the number of eyes on the monster that mum turns into in the story. Babies thoroughly enjoy a supportive environment created at group time. Staff cuddle children close and sing familiar songs. They support children well to enhance their concentration by using their names to focus attention. Staff use props well to help babies link the word to the animal when they sing rhymes and children repeat these names confidently.

Children have frequent opportunities to be outside and active, which supports their understanding of healthy lifestyles. Older children thoroughly enjoy chasing the ride-on lawnmower up and down the meadow, as it cuts the adjacent field, squealing in delight. Staff have developed the meadow area well to provide children with challenging experiences. For example, they thoroughly enjoy jumping from the tree trunks, climbing the low branches and swinging on the bars. Children solve problems well. For example, when they cannot reach the bars they ask staff to help them move a tyre underneath it so that they can reach it independently. Staff have identified the need to further improve children's understanding of dangers by introducing skills, such as using tools safely and involving children in making camp fires.

Staff prepare a good range of planned activities to challenge children further and to support their next steps in learning. For example, toddlers engage in a whole group cooking activity. Staff interact well with the children to teach them new words as they talk about what they are doing and encourage them to use their senses to explore further. Children use wooden spoons well to combine the ingredients and use mathematical language well to compare the sizes of bowls. Planning carefully considers children's current interests, such as weddings, and displays show how children are encouraged to compare weddings in different cultures and share their own experiences. There is a good balance of child-initiated activities. Toddlers thoroughly enjoy exploring the sensory tent and show exceptionally good understanding of how technology works as they squeeze the torch to make a beam of light. Staff interact well to help children understand the dangers, such as swinging the torches, and remind them of consequences, such as hurting their friends.

The planning of activities that consider each child's individual learning path, is robust. Parents are actively involved in supplying the key person with accurate information on children's starting points using the 'marvellous me' form. Staff accurately assess children's progress using detailed observations, linked with the stages of development in Development Matters in the Early Years Foundation Stage. Staff identify children's learning priorities and successfully use these to influence future planning. Staff are beginning to involve parents more in sharing children's achievements at home, such as inviting them to write their thoughts in 'speech bubbles' to pass on to key staff. Staff are beginning to share information with other early years settings to enable them to work closely to provide consistency in children's learning and development. There is good support for children with special educational needs. In particular, staff use effective monitoring and assessment arrangements, including the two-year-old progress check, productively to access early support. In particular, children are making good progress in their communication skills through the effective use of Every Child A Talker to assess children's current needs. Parents comment favourably on the progress their child has made-child has 'settled in really well and seems to be communicating better with the nursery and us

working together'. Staff support children who are learning English as an additional language well. For example, they use keywords from children's home language and picture cards to help children progress. In addition, they use photograph albums to help children settle.

The contribution of the early years provision to the well-being of children

Children sit together with their key person at snack and mealtimes. These are sociable times and staff use every opportunity to support children to develop independent communication skills. Staff have carefully considered younger children's stage of development and provide them with suitable furniture so that they are all included. Staff use a recognised sign language, Somerset Total Communication, so that all children are included in observations and conversations. Children are aware of how to keep themselves healthy and are keen to wash their hands before they eat. Children make healthy choices. For example, they choose which toppings they would like on their toast and which fruit they would like. Children benefit from healthy, homemade meals prepared in a clean kitchen, such as chilli, rice and peas. The chef is mindful of children's dietary needs and provides alternatives, such as vegetarian options. Older children are routinely encouraged to serve themselves, which supports them to develop their independence in readiness for their future learning. Staff support children's understanding of healthy eating as they help them to grow and care for a range of vegetables. They later pick these and use them in cooking activities, such as making soups.

Staff are sensitive to children's needs as they develop independence in their personal skills for their future learning. For example, staff consistently praise children for letting them know they have a dirty nappy. The key person swiftly responds to the needs of the children and changes nappies promptly. Children form strong attachments with their key person. Parents comment that 'staff really know your child' and 'have a positive impact on their lives'. Children are very excited to share the new skills they have learnt, such as putting on their coats independently. Children are beginning to learn about healthy lifestyles and the importance of physical exercise for example, children request to play outside even though it is raining.

The play space is well organised and children are grouped appropriately according to their age and stage of development. Staff carefully consider the needs of all children so that they are grouped with children of similar capabilities and interests. In particular, staff support children with special educational needs and/or disabilities well to enable them to feel secure in their environment. There are positive arrangements in place to support children as they move between rooms and on to school. For example, staff provide a clear summary of children's current interests and capabilities and share this with the next key person so that they have good knowledge of how children learn and can plan accordingly. Children are very comfortable in the environment and are able to collect their comforters independently as each child has their own, labelled peg for their personal possessions. Staff use 'Our Family Tree' photographs effectively and consequently children have a good sense of belonging. Children are developing strong friendships. They behave well and are helpful. For example, when children see it is time for their friends to go home they collect

their drinking bottle from the windowsill reminding them not to forget it. Children have a clear understanding of expectations of their behaviour. For example, an older child reminds a younger one of the need to wear an apron when playing in the water so that they do not get wet.

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

The inspection was brought forward following a notification of a serious incident from the provider and concerns received reporting that a child was left unattended in the nursery meadow for a short time. The inspector investigated concerns relating to outings, risk assessments and the suitability of staff. At the time of the incident, although there was an outings procedure in place to cover this area, it was not fully followed and this led to the failure of procedures to keep all children fully safe at that time. This was a breach of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. However, the provider took immediate and swift action to make the required improvements. There is now a clear outings procedure which includes the meadow, which staff now fully understand and follow. Staff have undertaken extra training to ensure that these procedures are fully implemented. Suitable equipment is taken on visits to maintain children's well-being. In addition, the management team have improved safeguarding systems to ensure that they meet the safety needs of all children. As a result there are now rigorous arrangements to ensure that staff do not leave children unattended. For example, alongside a head count staff use the daily register, which is taken when they go to the meadow, and repeat the register when they return to the nursery. A designated member of staff completes a sweep of the area to support these safety arrangements further. The owner has robust recruitment and induction arrangements in place to ensure staff are suitable to work directly with the children.

Suitable systems are in place to enable children to move freely and independently in a safe and secure environment. Staff ensure visitors to the setting are well monitored. They check their identification, record their attendance and issue a visitor's badge so that staff can monitor their whereabouts. Staff protect children well as security of the premises is well monitored, risk assessments have been completed and the outings policy has now been revised to ensure procedures are effectively followed. For example, there is an intercom system so that staff can monitor who they are letting into the nursery. Staff are now more focused on identifying potential risks and take positive action to enable children to be safe. For example, when water accidentally spills onto the floor staff clear it up explaining to the children the possible dangers. Staff have secure knowledge of their safeguarding responsibilities should they have concern about a child. Clear induction arrangements and ongoing staff meetings and training enable staff to understand the safeguarding and welfare requirements. This knowledge is supported by policies and procedures that are currently used to support children's safety and well-being.

The management team have developed positive systems to monitor children's progress, such as using tracking sheets. Planning and assessment arrangements are regularly reviewed therefore, children make good progress in their learning and development.

Overall the management team have a strong focus on professional development. For example, the owner completes programmes of observations as part of staff supervision and appraisal arrangements. Therefore, well-qualified and experienced staff are involved in effective coaching and training programmes. Generally, self-evaluation of the nursery is effective and the management team have clear understanding of the nursery's strengths and weaknesses. For example, all staff have contributed to the audit of the learning environment to make improvements such as providing older children with small knives to prepare their own fruit snack. The provision has made some good progress since the last inspection, such as developing an effective key person system. However, a clear improvement plan, showing how outcomes for children will be improved, is not fully embedded into practice. For example, the management team have identified that the use of displays needs improvement. However an action plan has not been developed to show what needs to be done, such as the use of labelling to provide children with a word rich environment. This means that some opportunities to make strong improvements are not fully developed.

Parents receive a wealth of information about the setting for example, through the newsletter and notice boards. Staff use the newsletter well to provide ideas to help their key children learn at home. They encourage parents to be more involved, such as inviting them to add comments of children's home achievements to the 'speech bubbles' so that they can be included in children's learning diaries. Some parents also contribute to the 'wow' board to keep staff well informed of children's experiences and achievements to influence planning further. Staff use a daily communication diary well to keep parents informed of babies' daily routines. A few parents are involved in the parent advisory board, which staff are developing to form stronger partnerships and to gain their views of the provision. Staff have created positive partnerships with health and education professionals to enable continuity in children's care, learning and development.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY436790
Local authority	Somerset
Inspection number	916415
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	43
Number of children on roll	110
Name of provider	The Beehive Day Nursery Limited
Date of previous inspection	01/05/2012
Telephone number	01823339110

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Type of provision

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Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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