

# Bees in the Hive Pre-School

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY340977
<b>Inspection date</b>	29 March 2007
<b>Inspector</b>	Denise May Smith
<b>Setting Address</b>	The Cresset Leisure Services Ltd, Bretton Centre, Bretton, PETERBOROUGH, PE3 8DX
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<b>Registered person</b>	Pre-School Learning Alliance
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Bees in the Hive Pre-School registered under its current ownership in 2006. It is one of three groups overseen by a coordinator. The group is managed by the Pre-School Learning Alliance and operates from two rooms at the Cresset, Bretton Centre, Peterborough. A maximum of 26 children may attend the setting at any one time. The pre-school is open Monday, Wednesday, Thursday and Friday from 09.00 to 15.00 with a lunch club from 11.30 to 12.30. On Tuesday the pre-school is open from 09.00 to 11.30. All children share access to a secure enclosed outdoor play area.

There are currently 41 children aged from two to under five years on roll. Of these, 28 children receive funding for early education. Children mainly come from the local area. The pre-school currently supports a number of children with learning difficulties and disabilities.

The pre-schools jointly employ 13 members of staff. Of these, nine hold appropriate early years qualifications and three are working towards a qualification. There are seven core staff who are based in this group, with staff available to cover between the groups as required.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's health is effectively promoted because staff follow sound hygiene procedures. Children enjoy helping to clean the toys during water play, giving them an understanding of how to keep their toys clean. Staff ensure the tables are hygienic prior to children eating and encourage the children to develop their understanding of when and why they should wash their hands. All staff have attended first aid training which enables them to respond appropriately if a child has an accident. Children who are unwell do not attend as there is a clear written policy.

Children develop their understanding of healthy eating as they are provided with plenty of fresh fruit at snack time. They discuss what food is good for them as they make displays for the walls. Lunch boxes are provided by the children's parents. These are shared together, which helps to develop their social skills. Children do not become thirsty as they help themselves to water throughout the day.

Children have regular access to fresh air and enjoy a well-planned range of physical activities which contribute to their good health. Good use is made of the garden where children confidently practise their large muscle skills as they play with hoops and roll each other around in barrels. Indoors, children line up and 'bounce like rabbits' and join in music and movement sessions where they use ribbons and hoops. Children take part in numerous activities which enable them to practise their small muscle skills, such as fitting puzzle pieces together, using scissors, rolling and cutting play dough and using construction toys.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children play in clean premises using toys and equipment which are plentiful and in good condition. They confidently make choices about what they play with as they select from low-level shelving units. The setting is made welcoming to parents and children because children's art and craft creations are attractively displayed.

Staff generally keep children safe as the written risk assessments highlight potential dangers and staff take action to minimise these. For example, the front door is kept locked and staff are always on hand to greet parents and their children and monitor visitors. However, the damaged carpet in the quiet room presents a trip hazard to children. Staff have a clear understanding of how to evacuate in an emergency as they regularly practise the fire drill . They effectively extend children's learning on this subject by making fire drills a part of larger topics such as when looking at safety, and 'people who help us.' Children further develop their understanding of keeping safe as they go out into the local community and discuss the dangers of the traffic.

Staff have a clear understanding of the signs and symptoms of abuse, which means they are able to raise any concerns. They understand the need to safeguard children and are aware of the setting's policy and procedures.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children have very good relationships with staff and each other. Staff are friendly and welcoming and their warm greetings help the children to settle. Children confidently choose from a stimulating range of activities which interest them and encourage their development. Staff demonstrate their commitment to the children as they provide fun activities and support the children as they sit and play with them. Staff effectively use the 'Birth to three matters' framework to support the younger children. They assess these young children's achievements and plan for their next steps, helping them in their development.

### **Nursery Education**

The quality of teaching and learning is good.

Children make good progress supported by the ability of staff to plan and provide activities which encourage children to learn in stimulating and interesting ways. For example, they break biscuits and place them outside the front door. They learn to sit still and be quiet as they look through the glass and watch visiting ducks come close to eat the biscuits. Written plans demonstrate that staff have a clear understanding of the Foundation Stage. Staff effectively use their written observations to record what the children can do and plan for each child's next stage of learning.

Staff competently provide activities which cover all areas of the curriculum. For example, staff introduce initial sounds linked to the letter of the week across the curriculum. Children learn the sound of 'R' as they jump like rabbits and paint pictures of robins. Children develop this concept as they suggest they could also paint rainbows. Staff make some use of worksheets, which are not always age appropriate and do not support children's development. Children access books independently and share familiar stories with each other such as 'I want my potty.' Children work well together when tidying up and help to sweep up the sand as it becomes spilt on the floor. Children have good self-help skills and are able to wash their hands, put on their jumpers and hang up their coats.

Children learn about the community as they welcome visitors into the setting. They go on outings into the local area, such as when visiting the local supermarket to buy ingredients for baking. Children use a good range of resources which are reflective of other cultures and they begin to develop an awareness of festivals from around the world. However, staff feel less equipped to underpin this area of learning with their own knowledge of the subject in order to make the festivals meaningful to children.

Staff listen to children and ask questions to prompt their thinking. They introduce new words to the children which helps to extend their vocabulary. Children often practise their writing skills and understand that writing takes place for a variety of purposes; children enjoy making notes and lists during their play. They are confident when working with numbers and count with ease as they line up for registration and organise how many chairs are needed for snack time. Many children are able to use simple addition and subtraction and they sort and sequence using a variety of items. They are confident when using technology and enjoy using telephones to talk to each other. Children confidently use their imaginations as they paint, cut and stick paper and engage in imaginary play, for example, when emptying an open shelving unit of its toys in order to make a camp.

## **Helping children make a positive contribution**

The provision is good.

Children feel valued as staff are aware of their individual needs and take time to support these. Staff are able to discuss individual personalities which demonstrates they know the children well and encourages them to participate. Children feel good about themselves as staff make them feel special. For example, children sing 'happy birthday' to a child who blows out special candles on a pretend cake. Staff encourage the child to choose a special badge which he wears with pride. Children have access to books, puzzles, paints and imaginative resources which give positive images of gender, culture and disability.

Children who have learning difficulties or disabilities are well supported. Staff ensure they have procedures in place to ensure all children are offered appropriate care and opportunities to achieve. They work with outside agencies and parents in order to achieve this. A parent of children who receive such support speaks highly of the staff's commitment and the care provided for her children.

Children behave well and are polite. They often say please and thank you without prompting. Staff are positive role models who quickly deal with any issues in a calm manner. Staff help children learn about behaviour codes by discussing what is good behaviour, writing down their collective thoughts and displaying them at low-level. The codes are referred to routinely to reinforce appropriate behaviour. Children's spiritual, moral, social and cultural development is fostered.

Good written and verbal relationships contribute to the children's well-being and development. Staff seek information about children's previous experiences, likes and abilities and use this information to ensure they help children settle and make progress. The setting regularly seeks the views of parent's as they send home questionnaires about the setting and make a suggestion box available. They collate the responses and use this information to inform the self-evaluation process and implement change. Parents are welcomed into the setting on a voluntary rota and support the group in many ways such as by providing spare clothes and collecting vouchers for sports equipment. Feedback from parents indicates they are very happy with the setting.

The partnership with the parents and carers of children who receive nursery education is good.

Parents have regular access to their children's records as regular meetings take place with the child's key worker. This enables parents to see the progress their child is making and allows them to contribute to decisions about their child's next stage of learning.

Parents whose children receive funding for early education receive good information about the Foundation Stage. Parents are able to support their child's learning at home as they are provided with information about current topics and are aware of what their children are doing during their time at the group.

## **Organisation**

The organisation is good.

Children are well cared for because of the effective organisation within the setting. Staff are committed to the group, work well together, and many have worked in the setting for many years offering continuity of care to the children. Staff ensure ratios are maintained as children choose to play indoors or outside.

The recruitment and checking procedures demonstrate that suitable staff care for the children. Induction procedures are clear with staff aware of fire exits, the layout of the premises and the setting's fire procedures. Staff are clear about ensuring children are not left alone with adults who are in the process of undertaking suitability checks. The system for registering the attendance of children, staff and visitors, although generally sound, was not completed appropriately on the day of inspection, which impacts on safety in the event of a fire.

All legally required paperwork which contributes to children's health, safety and well-being is in place. It is accessible and clearly maintained. The group are in the process of adopting the policies as laid out in the policy documents available from the Pre-School Learning Alliance, who are now legally responsible for the group. However, they are still using their old policies for reference which impacts on their effectiveness. Overall, children's needs are met.

The leadership and management of the nursery education is good.

The registered person, the coordinator and the supervisor work well together to deliver good early education. Staff are led by a supervisor who communicates well with her team. The manager is clear about her objectives and clearly supports staff in working with the children. Staff regularly update and develop their childcare knowledge as they attend courses. Regular team meetings and individual appraisals enable staff to feel valued as they discuss their strengths and any areas they wish to develop. The staff team have used self-evaluation to assess their strengths and any weaknesses and have implemented changes as a result of doing this. They have a vision for the future but have not yet begun to plan how to achieve this.

#### **Improvements since the last inspection**

Not applicable.

#### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

### **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

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#### **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

##### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure the system of registration reflects an accurate record of staff and children's attendance
- establish a clear set of policies and procedures which underpin the care provided and develop the use of forward planning to build on the existing good practice
- minimise risks to children by ensuring the damaged carpet tile in the quiet room does not present a trip hazard.

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop staff's knowledge and understanding of festivals and other cultures to ensure that activities are meaningful for children and staff have the knowledge to underpin the activities provided
- review the use of worksheets within the setting to ensure they are meaningful for the children.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)