

Beehive Pre-School Playgroup

Inspection report for early years provision

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Inspector Christine Tipple

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Type of setting Childcare on non-domestic premises

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Beehive Pre-School Playgroup has been registered since 1992. It is managed by a voluntary committee and is sponsored by the Army Welfare Service. The pre-school is provided in a self-contained area within the community centre which is operated by Army Welfare in the Fulford area of York. The pre-school serves both the families of the Army personnel and the local community. The pre-school is open during term time Monday to Friday 8am to 5.30pm with core sessions offered from 9am to 12pm and 1pm to 4pm. There is a lunch club provided from 12pm until 1pm. During the summer and Easter holidays a holiday play scheme is provided for children aged from two to under eight years. The opening days and times are dependent on the demand.

The pre-school is registered on the Early Years Register. A maximum of 24 children may attend the pre-school at any one time. There are currently 53 children aged from two to under five years on roll. The pre-school may offer care to children over five to under eight years. The pre-school is registered by Ofsted on the compulsory Childcare Register. The pre-school supports children with special educational needs and English as an additional language.

There are seven members of staff, of whom five hold an early years qualification at level 2 and above. The pre-school is a member of the Pre-School Learning Alliance and the Fulford Early Years Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a dedicated staff team who are committed to improving the outcomes for all the children attending the pre-school. This is managed through the staff's and management's detailed approach to their self-evaluation and ability to review and improve the care and learning provided for the children. Staff fully promote children's welfare and safety in all areas of the pre-school provision and activities. The key person system enables staff to observe and assess individual children effectively. This ensures overall they continue to develop and progress successfully in all areas of learning relevant to their needs. The partnership with parents is excellent and is a key strength of the pre-school. Other community links and partnerships are very good and reflect all users of the pre-school.

What steps need to be taken to improve provision further?

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

- review the organisation of the sessions to enable children to further enhance their selection of resources through continuous play opportunities
- develop further the healthy eating programme with children and parents.

The effectiveness of leadership and management of the early years provision

Staff are vigilant in their approach with the children in what they do and fully aware of the importance of children's ongoing welfare and safety. The pre-school have clear policies and procedures in place for the safety and protection of children attending. This includes details of relevant agencies to contact if a concern is identified and includes a designated staff member who takes the lead in safeguarding issues. The informed risk assessments cover all areas of the pre-school provision and additional assessments are provided for outings with the children. The committee and staff regularly review and agree changes to these and the policies and procedures to ensure they remain current and reflect practice. Staff recruitment and selection details are detailed and robust to ensure relevant suitability of staff working with the children. Staff training needs are identified through appraisals and staff meetings which are recorded in their professional development file. Staff work very well together as a team to provide a positive learning environment for the children which is well supported by the management committee.

Action plans are in place which link to the pre-school's self-evaluation. These are clear in identifying areas to improve and extend their practice and provision. Staff effectively organise the pre-school and outside area to enable children to have good access to the high quality range of resources and equipment. The displays of children's work, posters and other information further enrich the environment for the children. Staff are deployed in different areas of learning to observe, support, listen and respond to the children's ideas and needs. However, the opportunities for continuous play throughout the sessions is not yet sufficiently fully extended for children. The partnerships established with parents are excellent and the staff provide detailed welcome booklets along with other relevant information. Each child is allocated a key person when they start pre-school which builds a secure and trusting relationship with the family. The feedback from parents is enthusiastic and gives high praise for the staff's commitment and the positive contact they have with their child's key worker to share information. The regular parent sessions are highly effective in ensuring parents remain updated and involved in their children's ongoing learning and development.

Children, through the community building and their re-use of materials, play an active part in the recycling process. Staff work closely with the support services for families where English is an additional language, to enable them to take a full and active part in pre-school with their children. The celebration of different cultures is positively incorporated throughout the provision. Information is promoted as far as possible into different languages and children sing welcome songs using these languages. Very good use is made of the pre-school displays, resources and visual images to promote diversity and inclusion positively. This benefits all the children in extending their understanding and knowledge of their community and the wider world. The links established with the school are through the early years partnership group. This continues to be developed in relation to children's transition into school to ensure continuity and relevant support is provided for the children.

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

The staff promote a strong emphasis on developing children's emotional, physical and social capabilities. This is provided through the safe and stimulating environment which fully develops children's interests and curiosity. The children are happy and secure which enables them to be active learners and develop their confidence and independence. Staff are informed and knowledgeable about the principles of the Early Years Foundation Stage and how children learn through their play. All staff are involved in recording observations and assessments of their key children. The key person maintains their children's individual records in their 'Special Book'. These clearly show children's progression through the areas of learning. These enable all staff to get to know a child as an individual and provide the support for their needs effectively. The use of photographs and information provided by staff is well received by parents. The staff promote both child-led and adult-led activities and continue to develop the balance in their approach with the children.

There is a strong emphasis on children listening and respecting each other. Children develop speaking skills through the very good range of activities and resources provided and the relationships formed. The designated staff for communication, language and literacy ensure these areas are fully promoted and supported with the children. The staff introduce letters of the week and phonics, to use rhythm and rhyming which contribute effectively to children's language development. Books and stories are integral to the session and the use of various props engages the children in story telling. Children have good opportunities throughout pre-school to count, use numbers through their play and make connections, to sort and match, and work with shapes, such as making a rectangle with the bead board. This is further promoted through all areas of children's play in their games and songs which further promote number skills and problem solving.

Children develop their knowledge and understanding of the world through the excellent images, resources and relationships established in the community. Children have their garden area where there is an apple tree and they grow vegetables which the children harvest and eat. Role play is what the children decide, such as a café or a doctor's surgery. Children enjoy visits to the local shop and going on nature walks. The emergency services visit pre-school and this links with the children's development and understanding of keeping safe. Children enjoy using the binoculars and have various interest tables which currently is about autumn. Construction and other resources support building and developing children's ideas. Children access computers which provide additional activities to extend their skills. Children have daily opportunities and resources to be active and for physical development to take place both inside and outside. Children have a good range and combination of different tools and activities which enhance their physical strength and mobility.

Children have daily snacks provided by pre-school, which offer a range of healthy options and choices. Parents provide packed lunches for their children, however,

staff have no control over the balance of healthy choices offered. The healthy eating programme with parents is not yet sufficiently extended to ensure there is a balance of nutritious foods consistently provided. The informed health policy is detailed in approach to minimise cross infection. Provision for the children to manage their personal care is good and fully promotes their independence. Staff are excellent role models for the children in promoting friendship, kindness and respect for each other. The use of stories about manners and feelings encourage children to think about the consequences of situations through staff talking with them. Staff are sensitive to each child's needs and respond skilfully to their feelings and concerns. Staff provide the consistent quality and range of resources, learning experiences and skills for children which they can take forward as they move onto other settings and school.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	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	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
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

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

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met