

The Bee Hive Club

Inspection report for early years provision

Unique reference number	EY384488
Inspection date	10/06/2010
Inspector	Karen Louise Prager
Setting address	Broad Hinton COFE Primary School, Broad Hinton, SWINDON, SN4 9PQ
Telephone number	01793 731160
Email	
Type of setting	Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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 copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

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

© Crown copyright 2009

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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Bee Hive Pre-school has been registered since 2008. It runs from a building within the grounds of Broad Hinton Primary School. The pre-school has the use of two rooms, the school hall, outdoor areas and kitchen and toilet facilities. It opens daily in term time from 09:00 until 11:30, five days per week during term time.

The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The group is registered to care for 20 children from two to under eight years. There are currently seven children on roll who attend for a variety of sessions. Children attend from the local and wider area. Three staff members work with the children, two of whom hold level 3 qualifications in Early Years. The pre-school receives support from Early Years advisors within the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and interests are valued and responded to through observation. Staff have a good understanding of the needs of Early Years Foundation Stage children. A wide variety of activities, both those led by adults and those children do independently ensure that all children are able to make good progress. Self-evaluation accurately identifies areas for development and the commitment of the staff ensures that there is good capacity to improve.

What steps need to be taken to improve provision further?

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

- ensure documentation is easily accessible and records of risk are promptly updated to reflect action taken.
- develop the outside area so that it mirrors the learning environment inside and enables children to make progress in all areas of learning
- develop more structured opportunities for parents to review their child's progress and contribute to their child's learning and development record

The effectiveness of leadership and management of the early years provision

The leadership and management of this playgroup are good. The commitment of the manager ensures that staff are well-motivated to improve the outcomes for children. Safeguarding procedures are regularly reviewed and updated to ensure that they comply with current legislation. Policies, procedures and risk assessments are in place, including a daily check of the environment, though these are not always readily available or promptly updated. There is a good understanding of the Early Years Foundation Stage requirements. Adults have appropriate qualifications

and undergo ongoing training. Playgroup staff evaluate their work, looking at how to develop the learning opportunities and they consider the views of parents and carers and children gathered through discussion. The staff act on their review of the provision and advice from local authority advisors to ensure improvement is ongoing.

The importance of the welfare and safety of the children is reflected in established routines, helping children to keep themselves safe. The small numbers in the group mean that the staff come to know the children and their families well. As a result, they are able to address the children's diverse needs and interests and ensure all have equal opportunity to do well.

Links with parents and carers are good. Key information is on display within the playroom. The pre-school has a welcoming atmosphere with approachable staff which helps to create effective communication channels. Newsletters keep parents informed about what is happening and encourage them to be involved in their children's development. There are daily opportunities for parents to talk with staff about their child's progress. Parents and carers speak positively about their child's experiences and the fact that the playgroup's location next to the school means that children are used to seeing the building, staff and pupils. Links with the school are strong and the playgroup is well supported by the local authority.

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

All children make good progress towards the early learning goals. Links between the setting and home through cooking activities build on children's confidence and they settle well. Children thoroughly enjoy their time in the playgroup, confidently make independent choices of their activities, selecting games from the open shelving and saying that they wish to go onto the school playground to ride the bikes. Children consider cause and effect, such as when pouring water along a drainpipe, or when switching the controls to make cogs turn. They notice shape when fitting bricks into the trolley. Children spend time watching the school children exercising to music in the adjacent playground, then return indoors to select music for the player. Children co-operate well when selecting dressing up clothes to wear during their play and play together with the dough, discussing what they are making. They create 'stink bugs' and confidently count, with increasing accuracy, the number of legs they have added. Through adult support and practical experience they come to know that insects have six legs.

The secure and safe accommodation is suitably equipped for the children attending and resources are readily available, within reach. The outside area though well used, does not reflect all the learning areas that are provided inside. Children's safety and well-being are given high priority, with development issues correctly addressed. Children are encouraged to gain independence in their hygiene routines, though the toilet area is difficult for the children to access without assistance due to the weight of the doors. Parents and carers know the staff well and excellent relationships exist between all in the playgroup. Behaviour is generally very good and well supported by staff. As a result, children work and

play well together.

Staff are knowledgeable about early years development and skilled at interacting with children. Planning is based on the children's interests and stages of development. Observations and some discussion help staff to identify children's interests and incorporate these into the planning. Assessments from observation of children's learning are recorded in their individual learning journals which are available for parents to read. Assessments are shared with the school, both by passing on written records and through discussion, which helps to provide a complete picture of each child's achievements as they move into the Reception class. Children are prepared well for the transition to school through the shared activities and summer term visits.

Children are encouraged to develop a healthy lifestyle through healthy drinks and snacks, which they sit down and share at snack time. They assist in preparing the table, pour their own drink and choose what they want to eat from the central bowls. Children get plenty of fresh air as they play outside and make use of the school playground, where they develop physical skills such as pedalling the bikes. Children's knowledge of the wider world develops when, for example, learning about growth. They consider the growth of the potatoes they plant, the tadpoles in the room and when comparing people within their family.

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	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

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	2
The extent to which children develop skills for the future	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

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

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