



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 200505

DfES Number: 548770

INSPECTION DETAILS

Inspection Date 22/06/2004
Inspector Name Sally Elizabeth Lee

SETTING DETAILS

Day Care Type Full Day Care
Setting Name BEEHIVE DAY NURSERY (RUGBY)
Setting Address 43 Cromwell Road
Rugby
Warwickshire
CV22 5LY

REGISTERED PROVIDER DETAILS

Name The partnership of Beehive Day Nurseries Ltd.

ORGANISATION DETAILS

Name Beehive Day Nurseries Ltd.
Address ST JAMES ROAD
SOUTHAM
WORKS
CV33 0LY

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Beehive Day Nursery opened in Rugby in 1999. It is situated close to the town centre and offers care to children up to school age all year round, excluding bank holidays, from 08:00 to 18:00 hours from Monday to Friday. The nursery comprises a baby unit with separate rooms for small babies and for sleeping, and playrooms for children aged two to three years, and three to five years. There is a toilet block and nursery kitchen as well as an enclosed rear garden.

There are currently 67 children on roll, including 24 funded three and four year olds. The nursery can offer support to children with special educational needs and those for whom English is an additional language.

There are 17 staff who work with the children, eight of whom have a level three qualification in early years education and childcare, and two of whom have level two. A further five staff are currently in process of studying for qualifications. The setting receives support from the advisory teacher from the Early Years Development and Childcare Partnership.

How good is the Day Care?

Beehive Day Nursery offers satisfactory care for children. They offer a safe, secure and welcoming environment where children feel settled and happy. The care for babies and very young children is very good. Staff talk and play with the children and enjoy their company. Interaction is excellent. Staff provide good role models and behaviour is handled very well in the baby and toddler units, but is not always consistent and clear in the pre-school unit.

Hygiene procedures throughout the nursery are very good and safety is given a high priority although broken toys are not always removed from play immediately. Children are treated as individuals and their family backgrounds and culture are respected. However gender stereotypes are not always challenged in the pre-school unit. Healthy, nutritious meals and snacks are provided and staff sit with the children while they eat, ensuring mealtimes are happy, social occasions.

Partnership with parents is good with parents receiving daily written or verbal feedback, depending on the age of their child. Regular newsletters and parents evenings keep them informed of their child's care and achievements. All the necessary documentation is maintained for the smooth running of the nursery although some lacks necessary detail.

What has improved since the last inspection?

Not applicable, as there were no actions following the previous inspection.

What is being done well?

- Care for babies and very young children is excellent. Staff play with and talk to the children and enjoy being with them. Care tasks are performed sensitively.
- A safe and secure environment is provided where hygiene procedures are given a very high priority.
- Nutritious meals and snacks are provided.
- Partnership with parents is good. Written or verbal daily feedback, newsletters, and regular parents evenings provide good information for parents about their child's care.

What needs to be improved?

- documentation to include necessary detail in the operational plan and child protection procedure
- behaviour management in the pre-school unit
- safety to include the removal of broken toys
- the implementation of the equal opportunities policy.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Include the nursery aims and objectives in the operational plan.
5	Ensure damaged toys are removed from play immediately.
9	Ensure positive images of gender are accessible and promoted.
11	Ensure behaviour is handled consistently and clearly.
13	Ensure child protection policy includes the procedure to be followed in the event of an allegation being made against a member of staff.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Beehive Day Nursery enables children to make generally good progress towards the early learning goals. Provision for mathematics is particularly effective and children make very good progress in this area. However children's progress in creative development and knowledge and understanding of the world has significant weaknesses.

The quality of teaching is generally good. Staff have knowledge and understanding of the foundation stage and are developing their planning and assessment systems to ensure the needs of all children, including those with special educational needs, are met. The activities are practical and staff understand how children learn. They question children well to develop understanding and vocabulary but do not always encourage them to ask why things happen and how they work. Staff are positive with the children but do not always follow through when children do not listen to them and ignore their requests. They do not organise space effectively, especially the outdoor space, to develop children's imaginative play or to increase their understanding of the natural world.

Leadership and management are generally good. New strategies have been implemented following recent staff changes, which ensure regular staff meetings, are held and the team is committed to improving standards through on-going training. There is not yet a system in place to monitor the effectiveness of the nursery education.

The partnership with parents is generally good. Parents are given clear written information about the setting before children start as well as on an ongoing basis through regular newsletters. They are involved in their children's learning through the information given to them about current and future topics and regular parents evenings are held. Lack of regular verbal feedback to parents is a weakness although staff have introduced a room diary system to try to improve this.

What is being done well?

- Practical, everyday activities and routines are used well to help children develop their knowledge and understanding of numbers and to encourage them to link sounds and letters.
- Staff have a good understanding of the way children learn and provide a practical curriculum, which works through the stepping stones to the early learning goals.
- Observations and assessments are used well to inform planning and to meet individual learning needs.

What needs to be improved?

- the organisation of space and resources to enable a more balanced curriculum to be offered
- opportunities for children to use the outdoor area to develop imaginative play and increase their knowledge and understanding of the natural world
- the management of children's behaviour.

What has improved since the last inspection?

The setting has made generally good progress since the last inspection. At the last inspection they were asked to provide a wider variety of good quality story and reference books for children and this is being done by use of the library.

They were also asked to consider ways of storing and displaying books to make the book corner more accessible and attractive and a new display case and storage unit have been purchased for the book corner, which make it more accessible although it is still not a very attractive area.

More displays have been provided at child's height although these could still be increased further.

The children now have more opportunities for balancing and climbing in the winter months due to the purchase of an all weather surface for the outdoor area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are generally confident and eager to participate in activities. They are developing good relationships with other children and adults and are learning to be independent in their learning and self care. Behaviour is good overall but children sometimes do not listen or ignore instructions. Some children lack confidence during group activities.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are learning to speak confidently and to negotiate with others and listen when appropriate. They are learning to use language to explore their experiences. They enjoy books and stories and are learning to link initial sounds and some letters. They can recognise their own names and in some cases those of other children. There is little evidence of children using writing in daily routines and activities. They often do not listen to adults or other children in group sessions.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children can count confidently to 10 and use numbers regularly in daily activities. They recognise written numbers to nine and are learning to compare two numbers. They are developing an understanding of addition and subtraction through games and songs. They use language to describe shape, size and quantity.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Significant Weaknesses

Children are developing a sense of community through the topic on People Who Help Us and trips out of the nursery. They talk about and are developing an understanding of time and are learning about their own culture and beliefs and those of others. They have few opportunities to investigate and explore living and man made objects and materials. They are not encouraged to use all of their senses to explore or to question why things happen and how they work.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have regular opportunities to run, jump, balance and climb in the outdoor area. They move with confidence around the indoor and outdoor areas and use a range of tools and equipment with increasing skill and dexterity. Physical play in the nursery is not well planned and lacks variety and imagination.

CREATIVE DEVELOPMENT

Judgement:	Significant Weaknesses
------------	------------------------

Children use paint and collage on a regular basis. They listen to and play music, clapping out rhythms. They sing songs with enjoyment. Role play is provided but is unimaginative and uninviting and children are not encouraged to express and communicate their ideas, thoughts and feelings using a range of materials, tools, imaginative play and movement.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Make greater use of the outdoor area to promote children's imaginative play and their understanding of the natural world.
- Improve the organisation of space and resources to enable a more balanced curriculum to be offered.
- Develop consistency and clarity in the management of children's behaviour.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.