

Bees in the Hive Pre-School

Inspection report for early years provision

Unique reference number EY340977
Inspection date 02/03/2011
Inspector Emma Bright

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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

Bees in the Hive Pre-school registered in 2006. It is managed by the Pre-school Learning Alliance and operates from a self-contained unit in the Cresset, Bretton Centre in Peterborough. The pre-school is open five days a week during school term times. Sessions are from 9.00am to 11.30am and 12.30pm to 3.00pm with a lunch club from 11.30am to 12.30pm. Except on Tuesday when the pre-school is open from 9.00am to 11.30am. All children have access to an enclosed outdoor play area.

A maximum of 26 children may attend the pre-school at any one time and there are currently 45 children on roll who are within the Early Years Foundation Stage. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children come from the local area. The pre-school currently supports a small number of children with special educational needs and/or disabilities and also supports children who have English as an additional language.

The pre-school employs six staff; five of whom hold appropriate early years qualifications and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development and staff ensure the individual needs of children are appropriately met through positive relationships with parents. Staff provide a warm and welcoming environment and children enjoy their time at the pre-school. Systems to monitor and evaluate the provision are evolving. Some the required documentation is incomplete which means there is one breach of regulation.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- keep a daily record of the children's hours of attendance and ensure that it is completed appropriately (Documentation). 11/03/2011

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

- develop staffs' knowledge of the learning and development requirements further so that they can confidently support and extend each child's learning in a range of practical and meaningful activities
- maximise the use of the environment to support children's learning so that

they confidently explore and truly make choices about their play in challenging indoor and outdoor spaces

- ensure staffing arrangements are organised so that staff can engage with children and effectively support their learning
- provide opportunities for children to use, hear and see their home language in their play and learning.

The effectiveness of leadership and management of the early years provision

Robust recruitment arrangements are in place to ensure staff who work with children are suitable to do so. Adults demonstrate a sound knowledge and understanding of safeguarding children procedures and help children to understand how to keep themselves safe. For example, they practise the fire drill regularly so that they know what to do in an emergency. Clear risk assessments are carried out on a regular basis to ensure that hazards are identified and minimised to safeguard children. Most of the required documentation is in place for the safe running of the setting, however, the daily record of attendance is not completed accurately which means children's welfare is not fully safeguarded.

Staff work in partnership with parents and carers to ensure children's individual needs are met. Suitable information is provided to parents about the setting and sound systems are in place for staff to gather information about children's individual needs. Staff offer daily verbal updates to ensure parents are informed about their child's care and progress. Although staff ensure that they find out about the children's home language and gather key words, children have fewer opportunities to use, hear and see their home language in the setting. This potentially affects their ability to confidently use their own language outside the home and build strong bilingual foundations when learning English. Appropriate systems are in place to support children with special educational needs and/or disabilities.

The management team provides suitable leadership and staff work well together to ensure children are safe whilst they play. Systems are in place to monitor and evaluate the early years provision and this is an evolving process. Most of the recommendations from the previous inspection have been addressed and this demonstrates a commitment to maintaining continuous improvement. Staff are effectively deployed to ensure children are safe and supervised at all times. However, staff are often busy carrying out chores which affects their ability to support children's learning effectively. Staff demonstrate a positive attitude to liaising with other providers delivering the Early Years Foundation Stage and are developing links with them in order to support children's learning.

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

Children enjoy a sound range of activities and this enables them to make satisfactory progress across the areas of learning and development. Although staff

understand about delivering the learning and development requirements in the Early Years Foundation Stage, they are not confident in their knowledge to enable them to support and extend each child's learning in all areas. Staff spend time observing what children do and the information gathered is generally used to plan activities. Parents have some opportunities to contribute to their child's records.

Children are able to make some choices about what they do, however, staff do not always make full use of the learning environment to effectively support children's learning both indoors and outdoors. Snack time is offered on a 'rolling' basis so that children can choose when they want to eat; this allows them to continue their activities uninterrupted. Staff have warm and caring relationships with children; they behave well and staff praise their achievements and this helps them to feel good about what they do. Children have some opportunities to explore their imagination in role play and they enjoy some creative activities. For example, children explain they are nurses and they 'look after somebody'. They spend time applying bandages to adults and using stethoscopes to listen to their hearts'.

Children are becoming confident communicators and they confidently initiate conversations with adults and each other. They have opportunities to select books and enjoy listening to stories in the book corner. Children's continuing interest in books is encouraged through a library system which allows them to take a book home to share with their parents. Children are beginning to understand that print carries meaning and they give meaning to their marks. For example, they make notes in the 'office' area and explain 'this is me and my mummy'. Children develop their small muscle skills as they manipulate play dough, using utensils to cut and shape it. These simple activities satisfactorily lay the foundations to begin to support children's future learning.

Children are beginning to learn about the importance of a healthy diet, and they are provided with a range of suitable snacks. Clear information is gathered about children's dietary requirements and this ensures they can eat safely. Children are cared for in a clean and healthy environment; appropriate hygiene routines followed by the staff and children help to prevent cross-infection. Most staff hold current first aid certificates, which mean that they can respond appropriately if children have an accident whilst in their care. Children enjoy opportunities to play outside and they access the outdoor area throughout the session.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
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	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (Records to be kept)(also applies to the voluntary part of the Childcare Register). 11/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (Records to be kept). 11/03/2011