

# Bees in the Hive Pre-School

The Cresset Leisure Services Ltd, Bretton Centre, BRETTON, Peterborough, PE3 8DX

<b>Inspection date</b>	09/12/2013
Previous inspection date	02/03/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Children make good progress in the prime areas of learning as they are offered a wide variety of experiences which spark their enthusiasm and promote curiosity.
- Children with special educational needs and those speaking English as an additional language receive learning opportunities attuned to their individual needs and are effectively supported by their key person.
- Children with special educational needs and/or disabilities and those speaking English as an additional language receive learning opportunities attuned to their individual needs and are effectively supported by their key person.
- Managers at the setting have worked hard with the team since the organisational restructure to embed changes and retain the enthusiasm shown throughout the setting for the work they do.

### It is not yet outstanding because

- Training opportunities are not sufficiently individualised to ensure that the development needs of all newer practitioners are met, so that children benefit from consistently strong teaching and as a result, gain even higher levels of achievement.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the main playroom and the outdoor area including a joint observation with the manager of a shape recognition activity in the main room.
- The inspector held a meeting with the manager of the provision and spoke to children's key persons as appropriate during the inspection.
- The inspector looked at children's records, planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.
- The inspector took account of the views of three parents through dialogue with one and written feedback provided by two through the setting's current parent survey.

## Inspector

Deborah Hunt

## Full report

### Information about the setting

Bees in the Hive Pre-School was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in a self-contained unit in the Cresset, Bretton Centre in Peterborough and is managed by the Pre-school Learning Alliance. The pre-school serves the local and surrounding areas and is accessible to all children. There is an enclosed area available for outdoor play. The pre-school keeps African land snails. The pre-school employs seven members of childcare staff. Of these, five hold appropriate early years qualifications at level 2. One holds a qualification at level 3 and another holds a qualification at level 4.

The pre-school is open Monday to Friday of each week during school term times. Sessions are from 9am until 12pm and 12pm until 3pm. Children attend for a variety of sessions. There are currently 44 children attending who are in the early years age group. The pre-school provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The pre-school receives support from the local authority and have completed the Pre-school Learning Alliance quality assurance scheme.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- offer all newer practitioners an individualised programme of professional development to ensure they continuously improve their already good knowledge, skills, understanding and practice, so that children are best and consistently supported, to excel in their learning.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children eagerly explore, investigate and show curiosity as practitioners provide a stimulating environment and have a good understanding of how children learn through play. Consequently, children enhance their development across the seven areas of learning, with a particular focus on the prime areas. As children begin attending, practitioners speak with parents to gain detailed information through the 'All about me' form. This enables them to make accurate initial assessments of children's starting points in learning. Practitioners develop their own knowledge by observing children as they play and recording their ongoing progress. This comprehensive information enables practitioners to plan challenging and interesting experiences for children. Children, therefore, make positive progress towards the early learning goals. Parents are kept well

informed and many effective strategies successfully promote their knowledge about how to encourage children's learning at home.

Children follow their own interests as they explore mathematical concepts during water play. They demonstrate good dexterity as they fill, tip and pour the bubbly water from one container into another and skilfully estimate which size containers to use. They enjoy the feel of the water as they pat it with their hands and learn new associated words, such as, 'splash' and 'soaked'. New skills develop as a practitioner teaches them to blow bubbles through a straw. Practitioners play alongside children and offer guidance to extend their concentration and imagination as they play. They chat informally with children using open-ended questions and promoting their vocabulary and communication skills. Children are encouraged to think for themselves and make decisions. For example, they participate in an imaginary train ride and tell the practitioner where they are going, calling out excitedly in response to her request to tell her when they have arrived. Opportunities to challenge, maximise and extend learning are used effectively by all but some newer practitioners. Practitioners are attentive and supportive of younger children, but are finding the increasing number they are seeing requires changes to the way they operate. Children confidently make their needs and wants known to practitioners and their friends. They learn to take turns on bikes outside as they watch the egg timer to know when they can have a go and develop physical agility as they learn to balance on space hoppers. Children's literacy skills are delightfully promoted during story times. Practitioners, skilled at reading stories, bring characters to life using different voices and involve children by encouraging their active participation. Meaningful text is apparent throughout the environment and plentiful opportunities to make marks and practise early writing further promote children's understanding of the written word. Through the experiences they are offered, children effectively gain the skills needed for their next stage in learning, including school.

Children with special educational needs and/or disabilities and those learning English as an additional language are supported well to develop good communication skills. Practitioners use strategies agreed with external professionals and liaise closely with parents. They gain and use key words in children's home language, which are displayed around the setting, and learn about their cultural background. This helps to enhance children's understanding and as a result, they make good progress from their initial starting points.

### **The contribution of the early years provision to the well-being of children**

The effective key person system is conducive to children settling easily at the pre-school. Practitioners spend valuable time getting to know parents from the first visit with their children. The relationship develops as they complete informative paperwork on induction visits and attend different events run by the setting. For example, a recent Christmas crafts morning was enjoyed by a large number of parents and the results adorn the walls of the setting, adding to the children's festive artwork. Parents also offer to come in and share skills and knowledge, with recent visits offering children the chance to make wooden aeroplanes, cakes and learn some Dutch words. As practitioners are so well aware of children's individual care needs, children are visibly secure and trusting of them, approaching them readily for help and asking them to join in their play. Children enjoy

snack time together at tables covered with gingham cloths and set with a vase of fresh flowers. Their personal, social and emotional development is promoted as they spend time in conversation with their friends and practitioners. Valuable life skills develop as they wash their hands, pour drinks for themselves and each other and wash their plates when they have finished eating. Snacks provided are varied, nutritious and help children learn about how to eat healthily. Growing and cookery activities further promote their understanding of how a balanced diet contributes to growing up healthy and strong. Physical exercise is promoted through children's daily activities both inside and out. Children clap and move their bodies in various ways as they sing Christmas songs they have selected. During the free-flow outdoor play offered they take part in a variety of active play opportunities as they bounce on space hoppers, kick balls and work hard to pedal the wheelie walkers. Children learn about risk as they use knives during cookery activities, which is an enjoyable way of them learning to keep themselves safe and keeping themselves and others from harm.

Behaviour at the setting is good and children interact positively with one another. Older children show care and concern for younger ones and children help each other as they carry boxes together at 'tidy-up time' and with their coats as they prepare for outside play. A calm and consistent approach is taken by practitioners who regularly re-visit behaviour management at team meetings. Rigorous checks are carried out to ensure the building is safe for children each day and remedial action is promptly taken when necessary. This ensures children are safe and practitioner deployment further supports their welfare and well-being. As a result, children play and learn in a welcoming, stimulating environment. The plentiful, accessible resources offer children the opportunity to freely choose their own activities.

Practitioners offer children sensitive support as they prepare for the move to new settings, including school. They ensure children have developed the skills needed and activities offered provide children with a taste of what is to come. Useful information is also shared with parents and the new setting. This insightful and well planned approach enables children to feel confident and well prepared for such changes at what is potentially a stressful time.

### **The effectiveness of the leadership and management of the early years provision**

The management team are clear about their responsibility to meet the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Safeguarding is given exceptionally high priority at the setting. Comprehensive policies and procedures are in place and practitioners sign to say they have read and understood them. All of the team have received child protection and safeguarding training. They demonstrate a strong understanding of what they would need to do should they have any concerns about a child in their care. Risk assessments are comprehensive and resources and equipment are assessed for safety. Practitioners make checks on the environment and where necessary, take precautions to minimise risk. This includes removing or replacing items that may cause harm. The manager is clear about reporting significant incidents, such as accidents, to Ofsted and relevant authorities. The inspection took place following

notification of two accidents and an incident regarding children in the setting. The inspection found that in one instance, a child was in their parents care at the time of the accident. In the other, practitioners were fully aware of their responsibilities and took all the necessary steps for appropriate treatment, informing parents and relevant authorities. The manager carried full reviews following the incident and each accident and put in place the remedial action required. In addition, the manager routinely reviews risk assessments each term with the staff team to make sure risks are minimised or eliminated and internal safety audits further ensure children's welfare.

Recruitment procedures are thorough and ensure the most suitable candidates are selected for their roles. A comprehensive induction procedure and background checks are carried out. The manager and business manager oversee professional development, carry out appraisals and hold frequent discussions about staff performance. However, training opportunities for newer practitioners do not offer sufficient opportunity for them to develop their knowledge, skills and understanding. Practitioners attend training sessions to improve their practice and this means that children benefit from their enhanced knowledge. Partnerships with parents are very good. The management team and staff use daily discussions and meetings to share information and this means there is a coordinated approach to children's care and learning. Parents are very positive about the pre-school and appreciate the friendliness of practitioners and the support they are offered. They value how quickly children settle and form attachments. Partnerships with schools, outside agencies and professionals are good. As a result, children receive the support they need to make good progress in their overall development.

The manager has effective procedures in place to constantly reflect on practice within the setting. Planning for future improvements to enhance children's experiences over time is impressive and is created from all the contributing areas. This includes internal organisational quality audits, the quality assurance scheme, Ofsted self-evaluation form and local authority feedback. This ensures that improvements are dealt with in priority order. The managers have a good understanding of the learning and development requirements. Monitoring of the educational programmes and individual children's progress is effective and ensures that children make good progress from their starting points. Children requiring targeted support are quickly identified and appropriate developmental strategies are put in place to help children enhance their skills and learning.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY340977
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	941610
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	26
<b>Number of children on roll</b>	44
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	02/03/2011
<b>Telephone number</b>	01733 842 509

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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