

Beehive Pre-School Playgroup

Low Moor Centre, Bray Road, Fulford Road, YORK, North Yorkshire, YO10 4JG

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| Inspection date | 21/10/2014 |
| Previous inspection date | 16/11/2009 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| 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

- The management are committed to improving and developing the provision. They involve staff and parents in this process, so they can provide good care and education for children.
- Effective partnerships with parents and a well-embedded key-person system, helps children to form secure emotional attachments. Consequently, children are well prepared for their transitions, both into the nursery and going on to school.
- Staff have a good knowledge of the robust safeguarding procedures in place, and understand their roles and responsibilities for child protection. As a result of this, children are safeguarded well at the pre-school.
- Staff know children well and use their good observations to deliver an educational programme to meet their individual needs. As a result, children are engaged and enthusiastic learners.

It is not yet outstanding because

- Occasionally, staff overlook opportunities to extend children's thinking skills, as they do not always ask a good range of open-ended questions or give children sufficient time to explore and voice their own ideas.
- Staff do not fully engage all parents to share information about their children's learning at home so that a more consistent approach can be established.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector viewed all areas accessed by the children including the outdoor environment.
- The inspector carried out a joint observation with the manager.
- The inspector observed play and learning opportunities for the children and spoke to staff members in pre-school room.
- The inspector carried out an interview with the manager and looked at and discussed a range of policies and procedures.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day of inspection.

Inspector

Kerry Holder

Full report

Information about the setting

Beehive Pre-School Playgroup was registered in 1992 and is on the Early Years Register and the compulsory part of the Childcare Register. It operates from a community centre in the Fulford area of York. It is managed by a voluntary committee and is sponsored by the Army Welfare Service. The pre-school serves the immediate locality and also the surrounding areas. The children have a fully enclosed area for outdoor play. The pre-school employs six members of childcare staff. Of these, all hold appropriate early years qualifications at level 3. The pre-school opens Monday to Friday during term time and operates from 8am until 5.30pm. Children attend for a variety of sessions. In addition, there is holiday club which operates in both the Easter and summer holidays. There are currently 54 children on roll, all of whom are in the early years age group. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children. The pre-school supports children with special educational needs and/or disabilities and children who speak English as an additional language.

What the setting needs to do to improve further

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

- enhance children's critical thinking skills by skilfully questioning children throughout their activities, for example, by using open-ended questions and by allowing enough time for children to respond

- strengthen strategies that successfully engage all parents in supporting their children's learning at home and in contributing to the learning processes.

Inspection judgements

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

The quality of teaching is good as staff effectively promote the children's learning and development. They follow the children's individual needs and interests to plan a balance of adult-led and child-initiated activities across all seven areas of learning. Consequently, all children, including those that have special educational needs and/or disabilities and those who speak English as an additional language, make good progress overall from their starting points. Staff provide a good variety of interesting and challenging activities to engage and motivate the children in their play. For example, the children show great excitement as they take part in role play about a train journey. The staff sing a song about trains to the children and encourage involvement. In addition they make suggestions to further develop children's imagination. As a result, children become active learners as they show high levels of concentration throughout their activities. Staff complete regular observations and assessments on the children to recognise their achievements and

identify their next steps in learning. Regular progress checks are in place for all children and staff understand the importance of tracking children's progress in order to support children to reach their potential. As a result, children acquire the skills they need for their next stage in learning and for school. Parents are invited to contribute to their children's starting points by providing relevant information when children first start. However, although some systems are in place, such as daily discussions, the staff are not routinely engaging all parents in supporting their children's next steps in their learning at home, to contribute to the learning process. The pre-school has implemented the progress check for children between the ages of two and three years and shares this information with parents. Therefore, parents feel informed about the children's learning and development and their views are valued by staff.

The environment enables children to initiate their own play as they select their own resources from a variety of easily accessible toys. Consequently, children demonstrate high levels of confidence and independence as they freely move around the environment and make choices about what they want to do. Children's communication and language development is supported effectively as staff engage in constant discussion, introduce new vocabulary and model language during their activities. However, occasionally, there are missed opportunities for staff to skilfully question children throughout their play and allow enough time for them to respond to further develop their critical thinking skills. Children engage in a good range of activities that promote their early literacy skills. For example, they make marks with paint and older children enjoy a range of sound and letter activities. Children sit happily with staff and listen to stories during group time, which supports their developing interest of books and their early reading skills. Understanding of the world is promoted as staff ensure children learn to care for flowers and vegetables that they have grown. Children's physical development is promoted well through daily activities in the garden to ensure they are active. For example, children enjoy playing in the water, exploring the mud kitchen and riding on bikes. Children have access to technology as they confidently use the interactive smart board, which develops their small muscle skills and coordination. As a result, children are excited and motivated about their learning as they begin to experiment in their play. Overall, children are gaining the necessary skills to support their future learning.

Children with special educational needs and/or disabilities and children who speak English as an additional language are supported well to ensure their individual needs are met. Staff liaise with parents and other professionals involved with children, such as speech and language therapists. They complete individual education plans and support the process of future assessment. Staff have developed good relationships with local primary schools, which ensure they work in partnership and share relevant information to support children with their future moves.

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

Staff have developed positive relationships with children and there is a good key-person system in place, which ensures children form secure attachments. Many of the staff have worked at the pre-school for many years and this provides consistency for children and their families. Staff know the children well and this enables them to meet their individual

needs. For example, they recognise if children feel unsettled when they arrive and they gently encourage them to join in the activities. The environment is warm, friendly and welcoming, which effectively supports children's all-round development and emotional well-being. Children's own work and photographs are displayed around the pre-school, to ensure they have a sense of belonging and feel self-assured. As a result, children are comfortable and content. Children are well supported with their move to the pre-school and on to the next stage in their learning at school, which ensures they are emotionally prepared for change.

Children are encouraged to lead their own play, which builds their confidence and enhances their learning opportunities. Staff recognise when children are ready to take responsibility and encourage them to manage their personal needs, such as managing the toilet themselves. Children understand the need to wash their hands as they start to develop an awareness of health and well-being. Their independence is being developed effectively as staff encourage children to make choices as they prepare and serve their snacks. Children enjoy good conversation at snack and meal times. This helps them to understand the importance of a healthy diet as staff encourage discussions about foods that are healthy and those which are not. As a result, children learn the importance of making healthy choices. Staff ensure that all children enjoy daily outdoor play, so that they benefit from regular fresh air and exercise. Consequently, children are developing a secure understanding of the importance of healthy lifestyles.

Children are very settled and happy. They arrive eager and immediately immerse themselves in play. Children behave remarkably well because they are aware, through gentle reminders, of the rules and boundaries of the setting. These are, in addition, clearly displayed for children to see. Staff act as good role models as they use a calm and consistent approach. As a result, children respond well as they understand appropriate behaviour and expectations within the pre-school. Staff ensure that the environment and resources are safe. They complete daily checks and immediate action is taken to minimise any identified hazards. Consequently, children learn how to recognise dangers and manage risks because they are well supported by staff. They are provided with constant praise and encouragement, which enhances their self-esteem and ensures they feel respected. As a result, children are confident and self-motivated because they feel supported.

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

The committed manager and staff team effectively promote the safeguarding and welfare requirements of the Early Years Foundation Stage. They fully understand their responsibilities to safeguard the children in their care and know the procedures to follow if they have any concerns. An effective range of written policies and procedures are implemented successfully to ensure the children are well protected. Risk assessments are carried out to identify any risks and ensure the environment, resources and equipment are safe by minimising these. Therefore, providing a safe and secure setting to keep children protected. There are good systems in place for recruitment and induction procedures ensure that staff are suitably qualified and experienced. Staff demonstrate a very clear

understanding of their roles and responsibilities. They are deployed well and provide children with good levels of supervision, indoors and outdoors. As a result, children's safety is effectively promoted.

The staff team demonstrate a secure knowledge and understanding of the Early Years Foundation Stage. This leads to the provision of high-quality care and education, which helps children to make good progress in their learning and development. The manager closely monitors the quality of teaching and learning in the pre-school. Children's learning and development trackers are analysed to identify if there are any areas where children are making less progress. This information is used to plan interventions, so that any gaps in learning for children are closing. Management and staff demonstrate a secure understanding of how children learn and develop. They use their professional skills and expertise very well, to plan and monitor a varied programme of activities that cover the seven areas of learning in depth. Performance management is effective as staff are supported through regular staff meetings and supervisions to further their professional development. Staff contribute to the self-evaluation system and views are sought from parents and children. This enables the manager to have an accurate view of the quality of the provision in order to secure continuous improvement. The recommendations following the last inspection have been successfully addressed, which shows a good capacity to improve.

Staff develop positive relationships with parents and this means they feel valued and welcome in the pre-school. Parents are actively involved in the pre-school as they receive daily verbal communication and regular newsletters to inform them of current projects and activities. There are attractive display boards throughout the pre-school and parents have access to a good range of information within the entrance area. Parents comment that staff are friendly and caring and they are aware of their child's key person. This shows that partnerships with parents and others are strong. Staff have developed links with external agencies and other professionals to ensure that children receive appropriate intervention and support. The pre-school also works closely with the local authority and local primary schools, which makes a strong contribution to meeting the needs of the children.

The Childcare Register

The requirements for the compulsory 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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 | | There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | There were no children present at the time of the inspection. 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

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| Unique reference number | 321543 |
| Local authority | York |
| Inspection number | 868705 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 24 |
| Number of children on roll | 54 |
| Name of provider | Beehive Pre-School Playgroup Committee |
| Date of previous inspection | 16/11/2009 |
| Telephone number | 01904 662 172 |

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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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