

The Bee Hive Pre-school

Broad Hinton COFE Primary School, Broad Hinton, SWINDON, SN4 9PQ

Inspection date	12/12/2014
Previous inspection date	10/06/2010

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

- Teaching is good. Staff provide a wide range of activities and experiences that help enable children to make good progress in their learning and development.
- Staff give high priority to safeguarding children and providing a very safe and secure environment for them to play and learn.
- There are strong partnerships with parents and the host school. Consequently, children's move to school is effectively managed through an inclusive shared approach to their ongoing learning.
- The provider and staff are consistently looking for ways to be even better and together strive to provide good provision for children.

It is not yet outstanding because

- At times, staff's questioning techniques are not always consistent to consolidate learning and extend children's speaking and critical thinking skills.
- Staff do not always maximise the use of daily routines to fully extend children's growing independence.

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 playrooms and outdoor play area
- The inspector held discussions with the provider and spoke with the staff and children at appropriate times during the inspection.
 - The inspector looked at the children's learning records, planning documentation, evidence of suitability of staff working within the nursery, a selection of policies and procedures, and a range of other documentation
- The inspector invited the provider to undertake a joint observation.
- The inspector took into account the views of parents and carers spoken to on the day.

Inspector

Julie Swann

Full report

Information about 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 9am until 3pm Monday to Thursday and then 9am until 12 pm on a Friday. The pre-school is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 27 children on roll, who attend for a variety of sessions. Children attend from the local and wider area. Four staff members work with the children, all of whom hold qualifications in Early Years. The provider holds an honours degree in early years. The pre-school receives support from early years advisors within the local authority.

What the setting needs to do to improve further

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

- extend further the use of questioning techniques, to fully extend children's speaking and critical thinking skills and consolidate their learning during play
- extend learning opportunities to enable children to become more independent and take responsibility, for example, by helping at snack time.

Inspection judgements

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

Teaching is good. Staff have a secure understanding of the learning and development requirements and effectively promote children's development across all areas of learning. Staff record child observations and assessments in children's individual learning folders and then use this information to plan next steps to enhance further learning experiences. Staff track children's progress and use the observations well to help identify areas where children are below or exceeding expectations, as well as their progression since the last assessment. Staff regularly share this information with parents, who are encouraged to share their views and enhance children's development at home. Staff complete progress checks for children at age two when it is appropriate. This helps to ensure continuity of learning and good identification of children's individual progress. Consequently, parents are fully included in their children's learning and development.

Overall, staff support children well in their communication and language by joining in with play, initiating conversations and asking open-ended questions. Storytelling and books are accessible for children to select, sit, and look at alone, or with another child or with the

staff. For example, children enjoyed looking at books and listening to popular stories about Christmas and staff introduced props to help bring the story alive and keep children interested. Children learn to listen to each other, such as at group time, so they all share their news with each other. This promotes their self-esteem and engagement, showing they are willing to have a go and prepares them for their move to school. Staff sign with children and use the 'letters and sounds' programme to support children's language development. Staff sit and talk to the children during activities and children shared with staff, during a construction activity, that they had been making flowers and other objects that interest them. However, at times staff missed opportunities to extend children's critical thinking and support children to think and talk about what they are doing. This means that children are not always able to consolidate their own learning.

Children's concept of mathematics is developing well. Staff build on children's understanding of numbers and mathematical terms as they routinely and confidently use numbers throughout activities. For example, children counted how many other children and staff were present during group time and looked at numbers on a ruler as they built and measured Santa's sleigh. Staff supported the activity effectively, asking questions about the numbers and talking about the colours. This promotes children's mathematical skills well. Children freely access mark-making materials and those in older age ranges can write their own name. Staff give good support to other children to help them recognise their own name, through labelling on their coat pegs. The environment is full of words and letters to investigate, such as on the magnetic board, which children frequently use. This helps to develop early literacy skills. Technology, such as smart boards, play tills and phones, and a computer are freely available for children to choose. Staff promote children's good health very well. They encourage lots of fresh air with access throughout the day to the well-resourced outdoor area. This ensures that children benefit from a good level of physical exercise. Consequently, they make good progress and are well prepared for school when the time comes.

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

A well-established and effective key-person system helps to ensure that all children form firm and very secure attachments with friendly and very caring staff. Staff match children to key persons with care so that children feel settled and at ease when they first start. This also reassures parents as they discuss in detail children's individual needs with the special person. For instance, parents complete an 'all about me' form for their child where they can record information about routines, likes and dislikes. This means children settle well because staff know how to meet their individual needs. Children learn to behave well because they have secure routines and boundaries and know what staff expect of them. For example, during group discussions, staff taught children to take turns when speaking and not to interrupt others. This means they learn to be polite and considerate towards each other. Staff acknowledge children's efforts and achievements with lots of praise, which effectively raises their self-esteem. Consequently, children play together harmoniously and are ready for the next stage in their learning.

Staff place a good emphasis on children learning how to stay safe through gentle

reminders of how to care for the environment, resources and each other. For example, staff reminded children to stay seated when using scissors and children reminded each other to wash their hands. Children independently put on their own coats to play outdoors, where they have the opportunity to run, climb, pedal and push a range of quality play resources, while enhancing and developing their physical skills. Children learn about healthy lifestyles and parents and carers provided packed snacks for children, such as fruit and breadsticks. Staff share the importance of providing healthy foods to parents both informally and through induction information and regular newsletters. Snack times are a social occasion where children and staff sit together. Such opportunities enable children time to make friendships and build relationships while feeling secure in the relaxed atmosphere. However, at times staff do not use the daily routines to fully promote children's emerging independence. For example, snack time is a missed opportunity for children to lay the table, pour their own drinks and to select their snack boxes.

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

Leadership of the provision is strong and based on a clear determination to ensure the needs of children and parents are a priority. Staff fully understand their duty to protect children and parents are made fully aware of the staff's duty of care to act in the child's best interests at all times. Staff are appropriately vetted and have attended safeguarding and first-aid training. Staff have a good understanding of the policies and procedures that include e safety, whistle blowing, use of mobile phone and camera, which successfully help to promote children's welfare. The provider has thorough induction procedures in place and monitors staff performance through appraisals, regular supervision meetings and through observation of practice. In addition, staff meetings are on a regular basis and enable the sharing of good practice and ideas. Staff give high priority to children's safety and are vigilant and responsive at all times. Staff carry out risk assessments, including daily checks, to help ensure the environment remains safe at all times with any potential hazards identified and minimised immediately. The provider keeps thorough records of accidents, medication and attendance to further protect children and promote their welfare. Consequently, children are kept safe from harm.

The provider works alongside staff daily and takes responsibility for overseeing the educational programme and ensuring its effective implementation. For example, the provider makes regular checks of children's learning records to monitor staff observations, planning and children's progress. As a result, children make good progress in their learning. Self-evaluation takes into account the views of staff, children and their parents. The provider seeks views through one-to-one meetings with staff, ongoing discussions with children and opportunities for parents to talk openly to staff or provide written comments. Partnerships with parents and the host school are a clear strength of the pre-school. Children visit the host school and the reception class teacher for story time, share an outdoor play area and undertake regular PE sessions together. Staff are fully aware of the need to work alongside other early years providers in meeting the needs of children when the need arises. This supports a shared approach to the children's learning and enhances their development effectively. Parents spoken to during the inspection were

extremely complimentary and happy about the care their children receive and the progress that they make. These close partnerships ensure continuity and coherence in each child's care 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. 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

Unique reference number	EY384488
Local authority	Wiltshire
Inspection number	829890
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	24
Number of children on roll	27
Name of provider	Tracy Denise Rothery
Date of previous inspection	10/06/2010
Telephone number	07543041031

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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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