

# Beehive Nursery School

Inspection report for early years provision

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**Unique reference number** EY395478  
**Inspection date** 30/10/2009  
**Inspector** Penny Wood

**Setting address** Beehive Nursery School, 192-194 Leigh Road, EASTLEIGH,  
Hampshire, SO50 9DX  
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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*.

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## **Description of the setting**

Beehive Nursery School was registered under new ownership in 2009. It operates from two linked semi-detached houses in Eastleigh, Hampshire and has an enclosed garden available for outdoor play. The nursery is located close to motorway links between Southampton and Winchester and serves a wide local area. The setting is registered on the Early Years Register.

The nursery is open daily from Monday to Friday between 8.00am and 6.00pm, with the exception of a week in August and the period between Christmas and New Year when the setting is closed. A maximum of 49 children aged from 3 months to five years may attend the nursery at any one time, of whom no more than 15 may be under two years old. There are currently 72 children on roll, all of whom are in the early years age range. The setting currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 13 members of staff to work with the children, all of whom hold a suitable childcare qualification.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children enjoy a variety of opportunities within the setting which enable them to make good progress within their learning. Staff work effectively as a team and are managed well under the new ownership. All children are welcomed into the setting and good systems are in place to ensure children's individual needs are met. Clear steps have been implemented to consolidate practice and to continue to provide high quality childcare.

## **What steps need to be taken to improve provision further?**

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

- continue to develop the monitoring systems in place to ensure children's next steps are identified according to their individual stages of development and ensure activities consistently provide the more able of children with sufficient challenge.

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

Children benefit from the good procedures in place to safeguard their welfare. Staff possess a clear understanding of child protection procedures and are able to take prompt action when concerns arise. Toys and equipment are maintained in good condition, with procedures in place to ensure they are cleaned on a regular basis. Thorough risk assessment procedures ensure children are able to play free from the risk of harm within the premises. During outings, robust procedures

ensure children's safety, particularly when crossing busy roads.

Good systems ensure parents are informed of children's progress, changes within the setting and of the policies and procedures in place. For example, the setting provides parents with formal opportunities to discuss children's progress with key workers and information notices are clearly displayed around the premises. Management ensure they are readily available to discuss issues and new initiatives with parents in order to establish open working relationships. Parents comment on staff's professionalism, their approachability and the good relationships between the staff and their children. They value the systems in place to keep them informed on a daily basis and the commitment of staff to work in partnership with parents for the benefit of the individual child.

Effective procedures are implemented to support children on joining the setting and to aid their transitions from one group to another. The established team of staff work effectively together and deploy themselves well in order to support all children within their play and activities. Children with special educational needs and/or disabilities benefit from the systems in place to promote their inclusion within the daily routines and activities. Staff promote working relationships with external agencies, such as Portage, to enable them to support children within the setting according to their individual needs. Children are provided with good opportunities to develop an awareness of diversity and the wider world.

Management promote a positive commitment towards providing a high quality provision. Clear channels for sharing information with staff, such as regular meetings, ensure everyone is able to contribute in the evaluation of the provision and to changes within the policies and procedures. All required documentation is in place and completed in detail.

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

Children settle well into the daily routines because they receive high levels of support from the attentive staff. Children participate in a good variety of interesting activities, which promote their development across all areas of learning. The setting utilises space and the environment well, providing all children with good learning opportunities both inside and out.

The planning and implementation of activities takes into consideration children's starting points, their achievements at home and the differing abilities of most children. However, not all activities provide the more able of children with consistent challenge. Staff have a good understanding of where children are within their learning journey, although the next steps in learning are not clearly identified for all children in order to maximise their potential on an individual basis.

Children benefit from participating in activities based on topics and opportunities to follow their own interests. The organisation of activities and resources enable children to be independent and to make choices. For example, toys are stored at low level and craft cupboards are open during activities to allow children to select

their own resources.

Staff are enthusiastic within their provision and as a result, children are keen and eager participants. Children show high levels of confidence. For example, the baby group enjoy exploring in the garden, digging in mud and collecting stones, which are spontaneously counted by staff in order to promote children's recognition of number from an early age. Children enjoy mark-making opportunities. Older children are encouraged to write their names on their work, while younger children enjoy naming the different coloured pens they use. Children are very good at following rules during their play, such as replacing lids on the felt tip pens after use. Throughout the setting, children behave well. Good behaviour management strategies are implemented throughout the setting, with strategies shared with parents to promote a consistent approach.

Staff respond positively to the children. All children clearly enjoy the attention they receive and communicate well with staff according to their individual language abilities. During story time, children are encouraged to contribute. Children enjoy predicting what happens next and are sufficiently confident to add their own observations. Consistent praise and acknowledgement by staff encourage children to grow in confidence.

Children are learning about keeping themselves safe. For example, during group activities on the floor, staff remind children to keep their feet still so they do not kick each other by accident. Regular practises of the evacuation procedure enable children to develop an awareness and confidence in the action to take in an emergency.

Children benefit from regular opportunities to be physically active, which not only promote their good health but also encourage their physical development. Children enjoy healthy snacks of fruit and meals, which are cooked on-site. They particularly show enthusiasm when their puddings arrive. Children are developing high levels of independence. For example, older children are encouraged to help cut up the fruit in preparation for snack time and younger children are gaining skills in feeding themselves. Throughout the setting, good hygiene procedures reduce the spread of germs and infections.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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