



Honeypots Pre-School

Inspection report for early years provision

Unique Reference Number	EY218324
Inspection date	22 November 2006
Inspector	Carol Newman
Setting Address	Portmore Way, Weybridge, Surrey, KT13 8JD
Telephone number	01932 829275
E-mail	
Registered person	Susan Jane Boffin
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Honeypots Pre-school (Weybridge) is one of two privately owned pre-schools and it opened in 2002. It operates from the Weybridge Youth Centre in Weybridge, Surrey. Children have access to an outdoor play area comprising playground and grassed area.

The pre-school is open five days a week, during school term times from 09:15 to 12:15. Children over the age of three may bring a packed lunch and stay for lunch club until 13:00.

A maximum of 45 children may attend the pre-school at any one time. Most children come from the local area and attend for a variety of sessions each week. There are currently 45 children, aged from two to four years, on roll. Of these, 23 children receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

Twelve members of staff work with the children. Nine members of staff have appropriate early years qualifications and one member of staff is currently attending a further training course. Five members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff employ very good hygiene routines that ensure children remain healthy. For example, children wash their hands before helping themselves to the snack. Also, they are encouraged to cover their mouths when they sneeze and to dispose of tissues hygienically. Equipment is regularly cleaned and detailed records are made to ensure this task is rotated effectively. Anti-bacterial spray is used to ensure surfaces are germ free.

Most staff hold a current first aid certificate so they can confidently administer first aid in the event of an accident and parents give prior written consent to administer medication. However, some contents of the first aid box have expired and this compromises the care given to the children. Written permission to seek emergency medical treatment is requested. This ensures children's welfare in the event of a serious accident where parents and emergency contacts are not available. Children who are infectious do not attend, thus preventing the spread of contagious illnesses.

Healthy snacks of raisins, milk and water encourage children to develop healthy eating habits. Older children bring packed lunches for lunch club where they eat together, making it a social event.

Fresh drinks are available at all times and children confidently help themselves. Young children are encouraged to be independent and make choices about their snacks in accordance with the Birth to three matters framework.

Children's physical skills are extremely well-developed. They have a wealth of opportunities to develop their skills through an excellent selection of well-planned activities. Children develop their co-ordination as they use resources such as writing materials, scissors, musical instruments and construction resources. They show good manipulative skills as they pour their own drinks competently.

Children handle craft materials such as scissors, paintbrushes and glue sticks confidently. They use an extensive range of equipment and apparatus to develop their muscle control. For example, they confidently ride wheeled toys, roll hoops and run. Children participate in music and movement activities that encourage them to jump and move in a variety of ways.

Children are very active which contributes to a healthy lifestyle. They are beginning to understand the changes in their bodies that take place after physical play.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises offer a welcoming, child-orientated, imaginative environment. Staff are vigilant in ensuring children's safety and security. Staff organise the indoor and outdoor space effectively, allowing children to move around safely, freely and independently. For example, the outside area is secure and good arrival and departure procedures prevent unauthorised visitors from gaining access. This enables children to play safely outside, at all times. Effective staff deployment ensures that children are fully supervised, both inside and outside.

Staff have a good understanding of how to achieve a balance between freedom and setting safe limits. This enables them to involve children effectively in keeping themselves safe. For example, children know they must count each other in and out of the premises and they are encouraged to tidy up after themselves to prevent accidents. This allows children to develop an awareness of danger and an understanding of how to keep themselves, and others, safe.

Children play with a good range of high quality toys and play materials, all of which are frequently checked to ensure their safety. Children know that, if they need to, they can take cushions and blankets from the home corner to rest in the book corner.

Children are well protected by staff who have a clear understanding of safeguarding children policies and procedures. Consequently, staff are very attentive and can act promptly in the children's best interests.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are extremely happy, very confident and thoroughly enjoy their time in the pre-school. They achieve very well as staff are skilled in planning rich, highly stimulating play opportunities. Children thrive in the pre-school as they benefit from very warm, close and supportive relationships with staff. Children approach staff confidently for support and reassurance, enabling children to feel very secure and settled.

Children develop positive attitudes towards learning as they benefit from the very constructive environment. All children are happy and enthusiastic as they arrive at pre-school. They are keen to engage in the extensive range of play and learning opportunities available to them. Children are curious, ask questions confidently, show interest and develop a willingness to learn.

Staff know the children very well and use well considered strategies to support individuals. Staff utilise their extensive understanding of the Birth to three matters framework and the Foundation Stage curriculum to provide high quality care and education.

NURSERY EDUCATION

The quality of teaching and learning is outstanding. Children are captivated and inspired by the extensive range of stimulating, imaginative and exciting learning opportunities on offer.

Staff are skilled early years practitioners with a strong commitment to providing a totally child-centred learning environment. As a result, children enjoy a wealth of learning opportunities which are tailored to their individual needs and interests. Staff give children autonomy to plan and extend their own learning. For example, board displays, interest tables and objects such as the bugs in the ice are visited and explored by the children as they choose. This is actively encouraged by staff, who allow children the time to experiment and develop their own interests and curiosity.

Children's behaviour is managed skilfully and effectively. Children benefit from the strong positive ethos of the group and this creates a harmonious and happy learning environment. They behave well and show courtesy and respect for one another as a result of the clear boundaries and explanations offered by staff. Children exhibit an extremely good understanding of the need to share. They take turns and successfully negotiate in their play, demonstrating their well-developed social skills.

Children have high self-esteem. They happily and proudly talk about their home life and the activities they enjoy. Children are well motivated and thoroughly enjoy new challenges, such as exploring the ice and making the paper chains. Children are very independent. They take care of their own needs, such as visiting the toilet and serving their snack and are very settled and secure within the pre-school.

Children communicate confidently and competently with one another and with adults. They freely engage in fluent conversation with their peers and convey their needs effectively. Staff are skilled in extending children's vocabulary through effective questioning, discussion and praise. There are very good opportunities for children to develop writing skills. They access a wealth of writing materials freely and many children confidently write their own names from memory on the snack board. The attractive and extremely well-presented book corner enables children to sit comfortably and develop a keen interest in books and stories.

Children have excellent counting skills. They count confidently, clearly understanding numbers that are important to them, such as their age. There are many examples of numbers freely displayed within the pre-school and children confidently recognise numbers around them and use them in their play. For example, children recognise the numbers on the posters and confidently count each other in and out of the outdoor area. Children enjoy a wealth of practical mathematical activities, enabling them to develop a clear understanding of the concepts of matching, sorting, weighing and classifying, space, shape and measure.

Children enjoy an extensive range of activities enabling them to explore and investigate using their senses. For example, they are involved in the exploration of letter shapes and glitter in the sand tray and a range of sea creatures in the water tray. Exploring the sounds musical instruments make outdoors, adds a new dimension to the children's learning. These opportunities capture children's interests and inspire them to make their own discoveries. Children are confident in using information and communication technology. They demonstrate good hand/eye control when using the remote control bugs.

Children become totally engrossed as they work together to draw the treasure maps. Their art and craft work is beautifully displayed on the pre-school boards and in the "Honeypots Gallery",

reflecting an excellent selection of child-initiated and adult led craft work and demonstrating a range of techniques. Children access creative materials freely and easily, enabling them to make their own pictures and self-select their own resources. There are excellent opportunities for children to develop their senses. They handle a diverse range of textures and materials and are actively encouraged by staff to engage in sensory exploration. For example, the texture boards invite children to explore rough, smooth, soft and shiny materials.

Children use their superb imaginations to develop a variety of scenarios in the role play areas. These include cooking, where the temperature of the water is discussed, preparing a picnic and calling for the doctor. Children's imaginative skills are brilliantly supported by staff who are keen to become involved in the children's play scenarios.

Helping children make a positive contribution

The provision is outstanding.

Children benefit from this totally child-orientated environment. All children are welcomed into the pre-school and benefit fully as staff value each child and respect their individuality. All children are treated fairly and their personal care and learning needs are fully recognised by staff. Children flourish and develop self-confidence to extend their own learning. As a result of this, children feel good about themselves and this promotes their self-esteem.

Children have many opportunities to learn about the lives of others and the wider world. Staff learn some words in the children's home language so they can understand children's basic requests in addition to the use of picture clues. Excellent communication between home and the setting ensures all the children's needs are met. Children explore different topics, such as "Celebrations" and learn about differing cultures and customs, including learning French. This encourages children to respect the needs of others. Children with disabilities and/or learning difficulties are welcomed into the group and strong provision is made to ensure a fully inclusive policy. Children's social, moral, spiritual and cultural development is fostered.

Children behave very well. They enjoy a highly stimulating, fun and challenging environment, enabling them to be busy and occupied at all times. Staff use sensitive, age-appropriate strategies to gain children's attention and this promotes a purposeful environment. Children know to "touch gently" and to use their "listening ears". As a result of this, children are very responsive to staff and clearly understand the staff's expectations.

The partnership with parents and carers is outstanding. Excellent information regarding the Foundation Stage curriculum and the children's day is provided on the display boards and in newsletters. All activity plans are clearly displayed and there is comprehensive information on forthcoming topics and themes. This enables parents and carers to be fully informed of all pre-school activities. Suggestions regarding additional activities, that relate to the current themes, enable parents and carers to extend their children's learning at home.

Staff welcome parents and carers into the pre-school and information is regularly exchanged regarding each child's individual learning and progress. Parents are regularly invited to contribute to the children's activities. For example, families of other cultures come to pre-school in their national costumes. Staff ensure that parents are fully aware of all pre-school policies and

procedures, enabling parents to understand that play has an important role in developing children's skills for the next stage of learning. This strengthens the home/pre-school partnership for the benefit of the children.

Organisation

The organisation is outstanding.

Staff work superbly as a team and clear communication and guidance allows them to provide a stimulating well-balanced programme. The leadership and management are outstanding. The provider is an inspirational early years practitioner with an excellent understanding of how to care for young children and stimulate their learning. She is dynamic in her approach to creating high quality care and education and organising the nursery to create a rich learning environment. The staff team are dedicated and committed and benefit highly from the strong direction and clear focus of the provider. Staff support one another very well and personal development is given high priority. As a result, staff are encouraged to attend further training enabling them to regularly update and refresh their knowledge and skills.

The premises are extremely well-organised. All areas are utilised fully to enhance children's care and education. For example, the main rooms provide a plethora of interesting, stimulating areas and activities for children to visit, despite the constraints of shared premises.

Staffing ratios are consistently maintained and relevant strategies are in place to cover staff absence. This ensures children are well cared for at all times and that the pre-school meets its regulatory requirements. All relevant documentation is in place and is maintained in full. There are detailed written policy statements covering all areas of pre-school practice, which all staff are familiar with and consequently implement in daily practice. This contributes towards the smooth and highly effective running of the pre-school.

There are clear aims for the provision and staff are made aware of these during meetings. For example, the provider is currently reviewing the quality and rotation of resources. These aims reflect a strong commitment to improving the standard of care and education.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the group agreed to ensure appropriate play material and play opportunities are provided for two year olds at all times. The setting are constantly reviewing and upgrading the play materials and play opportunities for the benefit of all children. An excellent range of resources and activities are provided for children in both rooms.

In addition, the group agreed to build on children's very definite interest in investigation and exploration by providing them with access to a greater range of resources in the science box to enable them to independently further their discoveries, in particular about magnets. Additional magnets, of differing varieties, have been added to the science box for the children's exploration.

Complaints since the last inspection

Since registration, there have been no complaints made to Ofsted that required the provider or Ofsted to take action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure that the contents of the first aid box are regularly maintained so that all contents have not passed their expiry date.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk