



Honey Beez Pre-School 2

Inspection report for early years provision

Unique Reference Number	148853
Inspection date	12 December 2006
Inspector	Alison Jane Kaplonek
Setting Address	Bassett Green Primary School, Honeysuckle Road, Bassett, Southampton, Hampshire, SO16 3BZ
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Registered person	Honey Beez Pre-School 2
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Honey Beez Pre-school has been opened since 1997. It operates from within Bassett Green Primary School, Southampton, and serves the local community. It is managed by a voluntary committee of parents.

There are currently 53 children on roll. There are 45 children who receive funding for nursery education. The pre-school liaises closely with the primary school who provide additional support for children with special educational needs. There are currently two children with special educational needs attending. The pre-school supports children with English as an additional language.

The pre-school opens during term time from Monday to Friday. Sessions are from 09:00 until 11:30 and from 12:45 to 15:15. Children attend for a variety of sessions.

There are seven members of staff working with the children. There are three with relevant early years qualifications and four who are working towards a qualification.

The pre-school receives support from the Pre-school Learning Alliance and the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is assured in the clean and well maintained environment. They are encouraged to take responsibility for their own personal care and can independently access the toilets, washing facilities and tissues. They are encouraged to wash their hands regularly, before eating and after using the toilet and to wipe their own noses. Children's health needs are well met because staff follow effective procedures and practices. They consult with parents about the children's health needs and keep most appropriate records on site. They ensure that there is always a member of staff on duty who has current first aid training. However, agreements regarding the seeking of emergency treatment or advice are not in place.

Children are well nourished and enjoy a varied range of food each day which includes breakfast cereals, a variety of fruit and breadsticks. These are easily accessed by the children and available to them at all times during the session. They have a choice of milk or water with their snack and can also access additional drinks from the water dispenser, which they use independently.

Children are beginning to develop their physical control, experiment with movement and improve their manipulative skills whilst taking part in a range of activities, both indoors and outside. They confidently climb, slide and crawl while using the climbing frame and tunnel indoors. Many are able to adjust their speed and change direction as they ride the tricycles and scooters in the safe outside play area, while others enjoy sweeping the leaves up with small rakes and dustpans, scooping them into bags to save for a collage activity later.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are safe, secure, warm and welcoming. Good use is made of the space available and children have easy access to appropriate equipment and resources all of which are in good condition. All children are effectively involved in protecting themselves from harm. They are spoken to regularly about risks and consequences, for example what will happen if they use the climbing frame when the ladder has been removed or use the slide when other children are still at the bottom of it. Children benefit from using a wide range of safe resources because procedures are implemented effectively to ensure all equipment is checked regularly. Staff routinely check both outside and inside areas of the pre-school before children arrive. The staff have a clear understanding of the procedures to record all accidents that occur on the premises and parents sign to acknowledge that they have been informed, helping to keep children healthy and safe. Emergency evacuation plans are displayed in all rooms and children and staff take

part in fire drills in line with the school. However, there are children attending the pre-school who are not familiar with the fire evacuation process.

Children are well protected by staff who have a clear understanding of child protection procedures and keep local contact numbers accessible. They record concerns they may have about the children in their care. Parents can access information about the pre-school's child protection policy from the folder provided.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children have access to a range of good quality resources and a reasonably well balanced selection of activities each day. Resources such as chalk, musical instruments, clip boards and paper are taken into the playground to extend the learning opportunities outside. Staff interact well with the children, asking questions about their families and friends to help them feel more settled. Children are treated with concern and respect, and are praised for their achievements and good behaviour.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making reasonable progress in all areas of learning. They have access to an appropriate range of good quality resources which are laid out in various areas of the pre-school, for example role play, craft, construction and physical play. Activities are planned by staff and cover all six areas of learning. They include a focused activity each day, which is linked to the stepping stones for learning. However, the plans do not show clear learning intentions for other activities and do not include the outdoor environment. As a consequence, staff miss opportunities to extend children's learning. Staff lack confidence or understanding of how children learn, to fully develop their learning and help them to build on what they already know, particularly in communication, language and literacy and mathematics. Regular observations and assessments are completed for all children in receipt of funding for nursery education, although staff are not using these for future planning and children are not progressing through the stepping stones as well as they could.

Some children chatter while they play and enjoy interaction with staff members. They use language to explain what they are doing, for example when working out how to make a sword while playing pirates or when wrapping pretend Christmas presents. Children join in with rhymes and action songs. They all enjoy story time although they seldom look at books independently. They are gaining confidence in using one handed tools such as paintbrushes, pencils and scissors. They practise making marks when using the chinks and clipboards in the outdoor environment. Children count confidently to five, although they are not encouraged to count during everyday activities such as snack time. They are beginning to develop an understanding of adding and subtracting as they sing number songs such as five little ducks. They explore shape, size and quantity during a range of activities such as sand play or when cutting and sticking. Children are sometimes introduced to mathematical language such as taller and shorter as they build and construct.

Children explore with sand, collage materials and paint. They use torches to explore the darkness of the igloo as they role play. They make and design with malleable materials, such as dough, and confidently use construction kits. They are beginning to learn how to use electronic toys to support their learning and some children operate the mouse and computer reasonably well. They talk about how things grow as they watch seeds sprout. Children are settling in and gaining a sense of time as they recall previous activities such as the visit from the farm animals. They are also beginning to learn about the different cultures of their peers. They explore colour and texture as they complete a collage, paint a picture or build a model. They particularly enjoy their role play when they use their imaginations well to become pirates, dog walkers or people who live in igloos. They use a range of musical instruments and explore sounds as they make their own shakers.

Helping children make a positive contribution

The provision is satisfactory.

Children are able to independently access the resources available to them, and some are beginning to make choices about which activity they will take part in, although others are still settling in and require support from staff. Children talk with staff about their families and events in their lives. Some children are beginning to know right from wrong, are starting to concentrate and are keen to try new activities. Their spiritual, moral, social and cultural development is fostered.

Children are all treated with respect and their individual needs are met by supportive staff. They are often praised and are gaining in confidence and self-esteem. They particularly enjoy receiving a sticker for good behaviour or for being helpful. Some of the older children are beginning to learn to share and take turns with resources. They respond well to the use of the timer to show when it is their turn. Children are supported by staff who give clear explanations, for example explaining about the need to keep safe when using the climbing frame and slide. Children with learning difficulties and/or disabilities or English as an additional language are also welcomed and included at the setting, although plans do not include activities to support their particular learning needs.

The partnership with parents and carers is satisfactory. Parents are able to gain information about the policies and procedures, plans and activities provided, via newsletters, information boards and folders which are freely available. They can volunteer to help at a session or share a book which their child can take home from the pre-school. Parents have the opportunity to approach staff and to discuss their child's care and welfare.

Organisation

The organisation is satisfactory.

Children are happy and most are well settled in the pre-school environment. Those who find it harder to settle are offered support by the staff. Children are cared for in secure premises where staff are appropriately checked and qualified or on training courses at the present time. Staff work directly with the children, are satisfactorily deployed and understand their roles and responsibilities, ensuring that children's individual needs are met. There is a comprehensive

operational plan. Most essential records are kept for each child and shared with the parents, ensuring that children's welfare and care are of a satisfactory standard. Staff complete daily registers at each session and visitors are asked to sign in the visitors book.

Leadership and management is satisfactory. There is a clear management structure and staff are beginning to work well as a team. They keep most training up to date and are prepared to take part in other courses which would benefit the children. However, management have not ensured that some areas for improvement, such as the induction process for staff and the obtaining of written permission from parents to seek emergency treatment or advice, were completed from the previous inspection. The lack of identification of the next steps in children's learning means that not all children are reaching their full potential. Overall however, the nursery meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the pre-school were asked to ensure that policies and procedures were readily available to those who work directly or indirectly with children, such as committee members. The policies and procedures are all now in a folder near the main door for parents, staff and committee members to access.

They were also asked to improve documentation to include more relevant details, such as the fire emergency plan; consent for seeking emergency medical advice or treatment; records of medicines; and parents' handbook. A fire emergency plan has now been written and is on the wall in each room for staff and visitors to see. Records of medicines are now recorded appropriately and the parents' handbook is being re-written, although it is not available for any new parents yet. However, the consent for seeking emergency treatment or advice is not in place.

Staff and management were also asked to improve procedures for inducting staff and keeping records of their induction. This has also not been completed but staff and management are working on this at the present time.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any 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 agreements to seek emergency treatment and advice are in place for all children.
- ensure that all pre-school children and staff are familiar with the process involved when evacuating the premises in the event of a fire.
- plan and provide learning opportunities for those who need help with communication, language and literacy skills, particularly those children with English as an additional language.

The quality and standards of the nursery education

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

- improve staff knowledge and understanding of how children learn and how to support them as they learn new skills, with particular regard to communication, language and literacy and mathematics.
- ensure that the planning shows clear learning intentions for all areas of learning, including the outside environment, to enable staff to take the children to the next steps in their learning.
- ensure that assessments are used for future planning to enable children to reach their full potential.

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