



Honey Bees Pavilion

Inspection report for early years provision

Unique Reference Number	EY340714
Inspection date	13 March 2007
Inspector	Elenora Griffin
Setting Address	Enderby Cricket Pavilion, Mill Lane, Enderby, Leicester, LE19 4NW
Telephone number	07815 549143
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Registered person	Honey Bees Limited
Type of inspection	Integrated
Type of care	Full day 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 good.

WHAT SORT OF SETTING IS IT?

Honey Bees Pre-School Pavilion originally opened in 2001 but re-registered in 2006 when its joint proprietors formed Honey Bees Ltd. It operates from the cricket pavilion which is situated in Enderby village. The pre-school serves Enderby, Narborough, Thorpe Astley and surrounding areas. It opens five days a week, from 09:15 to 15:00.

There are currently 61 children, aged from two to under eight years, on the register. Of these 33 children receive funding for nursery education. Children attend a variety of sessions. The setting supports children with identified learning difficulties and/or disabilities.

The setting employs eight part-time staff. Seven of the staff, including the managers, hold appropriate early years qualifications, and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children enjoy good health. They learn about healthy eating because they receive regular drinks and nutritious food. Their dietary needs are well met because staff are informed about children's needs and parents provide packed lunches. Meal times are relaxed, social occasions which help children to develop their competencies and take pleasure in eating. Children are actively involved at meal times. They find their name for snack, their box for lunch and sit happily with their friend as they help themselves to their food. They learn to take turns and confidently ask for more when enjoying the variety of fruit that is provided at snack time. Staff support children as they choose between water, milk and fruit drinks, which they are encouraged to pour for themselves.

Children's welfare is promoted because they are well cared for if they have an accident or become ill. This is because staff have a good understanding of what to do and follow clear policies and procedures. Continuity of care is provided for children because accidents, incidents and information about childhood illnesses are shared with parents. Children are beginning to learn about keeping themselves healthy as they begin to take responsibility for meeting their own needs. They meet their own needs for toileting and vigilant staff are near by to offer help if needed. Children are encouraged to wash their hands regularly after toileting and before eating. They quickly learn which hand towel belongs to them and know that they must only use their own. However, in other respects they do not receive consistent messages about hygiene practices, and children pick up on this. For example, children realise when they have not changed into their indoor shoes after being outside, which they generally do for health and safety purposes.

Children thrive from a varied range of opportunities for physical play inside and in the fresh air. They have fun bouncing on trampolines and crawling through tunnels. Staff plan for children's outdoor experiences so that they get the most out of the space and time they have. Children move with increasing control and co-ordination as they join in circle songs such as, 'Farmer's in the Den' and 'Here we go round the Mulberry Bush'. Children are enthusiastic as they join in staff led activities and know that exercise will make them, 'big and strong'. Opportunities are also provided for children to develop their physical skills using small equipment, tools and materials. For example, as they use scissors to cut shapes which they stick on collages. Younger children are becoming increasingly independent as they learn to take shoes and coats on and off. They are acquiring new physical skills and control over their bodies. They access things for themselves and have fun exploring new textures, such as shredded paper and dry pasta, as they search for hidden insects and spiders.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a welcoming and friendly environment which is safe and secure. They have access to a good range of facilities that successfully promote their development. Risks of accidental injuries to children are minimised through an effective risk assessment process.

Children do not have unsupervised access to areas, such as the kitchen, which are potentially unsafe for them. Therefore, they can move around the setting safely. They show a good understanding of how to keep themselves safe and know not to run inside or to leave the supervision of staff when outside. Staff monitor and supervise the outside area well to ensure that children remain safe. Children learn about fire safety as they regularly practise the emergency evacuation procedure. They actively contribute to keeping their environment safe and tidy as they use the child sized broom, dustpan and brush to sweep up spills of sand and dry pasta.

Children enjoy space to play freely and be active in. They use a broad range of resources, toys and equipment that is child sized, suitable and safe to use. Children can safely access these, sometimes with the assistance of staff, and make their own choices. They are confident and do not hesitate to ask staff for additional resources that they want to play with. Younger children are able to investigate and explore their surroundings and activities safely. They are reminded of rules and boundaries that keep them safe. Therefore, they are gaining an understanding of their own safety and that of others.

Children's safety is well promoted through effective documentation. For example, the lost child and non-collection of children policies enable staff to respond appropriately. Children are safeguarded because staff are knowledgeable and can identify indicators of abuse and neglect. Staff work well as a team and the designated person ensures that appropriate action is taken when child protection concerns are raised. Staff protect children from harm because they follow procedures consistently and seek to improve them using information from the Local Safeguarding Children Board.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled. They part well from their carers' as they enter the setting, enthusiastic about discovering the activities available that day. They are confident, ask questions and get involved in new activities excitedly. For example, as they fill pots with soil to grow their own carrots in. Children are developing self-esteem because staff listen to and value their contributions, giving them lots of praise and encouragement. Staff have a good rapport with children and they develop warm and caring relationships. Children are involved in a broad range of activities and spontaneous events which support their development, play and learning. For example, children talk about how they have fun playing doctors and building snowmen.

Younger children have fun being creative and imaginative as they sing rhymes, make collages and play with small world sets. Their needs are met because staff have a solid knowledge of their starting points. Staff are caring, responsive and get to know children well through an effective key worker system. However, outcomes for younger children are not maximised. This is because staff have a limited knowledge of approaches that are suitable for this age range, such as the 'Birth to three matters' framework. This impacts on the planning of activities that focuses on the Foundation Stage, which is not appropriate for meeting the needs of all two-year olds.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the Foundation Stage, stepping stones and early learning goals. Staff are dynamic and responsive to children's needs and interests. They use a good selection of methods, such as, open-ended questions and extending activities, to consolidate and extend children's learning. Assessments clearly show the stepping stones that children are working towards. The staff explain their planning and how they ensure that it provides a broad range of practical activities. Long term planning ensures that all early learning goals are covered over the academic year. However, not all areas of learning are given consideration each term, when medium term planning is developed. This planning includes detail that clearly shows learning intentions, grouping of children, adaptations for individuals, possible extensions and is evaluated in terms of what children have learnt. In contrast, the short term planning, which provides opportunities to promote learning across all areas, consists of simple tables listing activities. Therefore, the quality of children's experiences, across all areas of learning, varies depending on the type of planning that goes into activities and the subsequent amount of evaluation.

Children are interested and motivated to learn. They play purposefully and are able to express their feelings well. They have a developing respect for their own and others cultures and beliefs. Mainly, they develop this through activities which encourage them to learn about their own and others national celebrations and religious festivals. For example, Remembrance Day and Wesak (Budda Day). Children are developing their competencies across all areas of learning. They enjoy opportunities to be actively involved in discussions about what they are doing. They explore sounds of letters with staff as they talk about letters in books and in the language and symbol rich environment. Children are familiar with their names in print because they self register using their names tags, and are encouraged to look for their name when they want to go for snack and find their hand towel. Some children are beginning to write their own name and do this spontaneously as they label their art work. Others attempt writing for a purpose. For example, as they write on pads laid out beside musical keyboards and forms left out for the parent comments box.

Children confidently count to ten and beyond and recognise numerals, particularly those that correspond to their age. They use and repeat numbers in songs which also introduce them to concepts of addition and subtraction. For example, through singing, 'Five little ducks'. Planned activities encourage children to use mathematical language and to recreate simple patterns using coloured cotton reels. They explore and compare shape and measure through practical activities. For example, their heights are measured and they can compare the heights of other children and staff. Children use language appropriately to describe size when talking about, 'big' and 'enormous' planets displayed on a poster. Children also explore mathematical concepts through cooking activities. They ask questions about why things happen and how they work. For example, asking, 'How does the top open?' in relation to a laptop. Children know about the uses of everyday technology, such as computers, and are keen to use and get to know more about them. Children are learning about the wider world through outings and visitors. They observe features and activity within their surroundings. For example, lorries that drive by and the road cleaner that, 'cleans the drains'.

Children are able to be creative and express ideas through art, music and imaginative play. They enjoy art activities that vary daily and include painting and sticking. They use their senses to explore a range of natural materials, which include shredded paper, soil, dried pasta, water and

sand. They enjoy singing action songs from memory and playing musical instruments. Staff support children to notice rhythm and to beat out the syllables of their names. Children also use their imaginations as they role play, being hair technicians, doctors and having fun looking after baby dolls who, they take to a teddy bears picnic. Children develop their physical skills as they experience travelling around, under and through. Activities provide appropriate challenge for their development. For example, throwing bean bags into a box, from behind a line. They show a good awareness of space, themselves and others. They demonstrate this as they control their speed running outside, so that they don't bump into each other, and make space for each other as they move cars around a toy multi-storey garage.

Helping children make a positive contribution

The provision is good.

Children are included and make good progress. Their personal needs and interests are the focus of their key workers, who share information effectively within the staffing team. As a result, children are appropriately supported to take part and inclusion is actively promoted. Children learn about diversity, their local community, and the wider world through a variety of resources and activities. For example, children enjoy learning from a broad spectrum of visitors, such as Hair Technicians and supermarket representatives. Children also enjoy visiting places, like the library, in their local community. The staffing team is pro-active in ensuring that children with learning difficulties and/or disabilities receive appropriate support. There is a named special educational needs co-ordinator who supports staff, and who has a secure knowledge of the responsibilities of the role. Staff liaise well with parents and outside agencies to develop individual educational plans for children, which are used to support them to make good progress alongside their peers.

Children's spiritual, moral, social and cultural development is fostered. Children form good relationships with each other and staff. They develop strong social skills as they play harmoniously and co-operatively together. For example, as they work together to make sure all the pieces of the spilt pasta is swept up. They understand shared rules and values, and behave very well. Staff provide good role models and manage children's behaviour sensitively, using age appropriate methods. They have high expectations of children and encourage them to rise to these through supporting them to take turns and reminding them of rules and boundaries. In turn, this helps children to learn right from wrong. Younger children test out boundaries and are beginning to learn about appropriate behaviour. They are able to do this because staff ensure that they feel emotionally secure. They also enjoy support from older children, such as being shown where to place their art work to take home.

Children feel comfortable and settle quickly into the setting because they see parents and staff forming good relationships. Children have their needs met and enjoy continuity of care because information is shared very effectively between the parents and the setting. Parents are made aware of any issues that may impact on the welfare of their child. This is achieved through well thought out written and verbal information given to parents. Children and their families are made to feel welcomed and valued as they each receive a 'welcome pack' which contains gifts for children and valuable information. Staff take time to get to know children and parents well through completing a 'Getting to know your child' form when they start. Through this staff

learn about children's play preferences, communication skills, level of independence, physical skills, what upsets and comforts them, health issues and any other relevant information. Parents are well informed about procedures which affect them most and have access to the full range of policies and procedures used by the setting. The complaints procedure has been updated to reflect changes in regulations and it makes parents fully aware of how to have complaints satisfactorily dealt with.

Partnership with parents and carers is outstanding. Children continue to benefit from excellent partnership with parents throughout their time in the setting. Parents are encouraged to become actively involved in their child's learning. They receive optional homework activities to complete with their child which links into the current theme explored within the setting. Proactive staff encourage parents to help their child contribute to the theme table through helping them to find items, books or to draw pictures to bring in. Children's achievements are highly valued and celebrated through progress reports and end of year folders. These innovative folders contain diary notes relating to their children's experiences in the setting, things they have done and said, together with photographs, samples of art work and completed homework. Comprehensive reports clearly describe children's capabilities within each area of learning. Children are effectively supported through parents' ability to make private appointments in which they can discuss any issues, concerns and their child's general progress. Regular newsletters, notice boards and daily chats with staff keep parents very well informed on a day-to-day basis. Welcome packs, as well as newsletters and notice boards, provide parents with information about the Foundations Stage. For example, weekly activity sheets are displayed that detail to parents which areas of learning activities relate to. Parents also benefit from having a dedicated notice board, which they contribute to in order to share information between themselves. Parents are delighted with the care their children receive. Indeed parents talk about how much their children like attending the setting and talk about their activities when they get home. In formal feedback, parents describe staff as helpful, kind and approachable.

Organisation

The organisation is good.

Children make good progress because the management and organisation of the setting ensures that, all staff contribute positively to children's health, safety, enjoyment, achievement and ability to take part. Staff are knowledgeable and are actively encouraged to participate in training so that they continue to update their skills. Information resources are supplied to support staff in their work. For example, information about child protection and the festivals that children learn about. Policies and procedures are comprehensive and are effectively implemented so that children enjoy good quality care. All required records and documentation is in place, well organised and stored confidentially. Children are protected from harm through effective recruitment and vetting procedures. Staff are vigilant and ensure that unvetted visitors are not left alone with children.

Children benefit from well organised space, resources and time. Children make choices and are able to access activities. They have time to complete activities and develop their play without being rushed, or coerced into activities that they really do not want to do. Staff make best use of their time to ensure ancillary tasks are completed outside of the time children are cared for.

They organise and adapt activities to provide a stimulating environment and spend the day actively engaged with the children.

The leadership and management is good. Children's experience of nursery education is enhanced through a commitment towards continual improvement. Implementation of the curriculum and development of planning is shared across all levels, so that staff work together towards shared goals. Regular feedback from parents, staff, children and outside agencies is used well to evaluate and inform the future development of the provision of nursery education. Through ongoing development children continue to make good progress towards the early learning goals and are developing positive attitudes and disposition towards learning.

Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration 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.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

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):

- improve outcomes for children under three by using an approach in line with 'Birth to three matters'
- ensure that hygiene practices are effective and implemented consistently through the daily routine to encourage children to learn about them.

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):

- continue to develop planning in order to ensure that all areas of learning are given equal consideration.

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