

Honeypot Under 5's Centre

Inspection report for early years provision

Unique Reference Number	309593
Inspection date	06 March 2008
Inspector	Ann, Theresa Flynn
Setting Address	Weeton Army Camp, Minden Road, Weeton, Preston, PR4 3JQ
Telephone number	01772 260 793
E-mail	
Registered person	Honeypot Pre-School
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 satisfactory. 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?

Honeypot Under Fives Centre provides day care for thirty three children from birth to five years. The Centre is situated within Weeton Army Barracks and is located at Minden Road opposite Weeton Primary School. Presently care is offered on a sessional basis, term time only and the sessions operate from 09.15 until 12.15, Monday to Friday. A daily lunch club is provided from 12.15 until 13.15 for children who wish to stay for lunch.

Presently there are 42 children on roll, of whom 21 are in receipt of funding for nursery education.

The setting supports children with learning difficulties and presently there are no children attending for whom English is an additional language.

There is a Childcare Practice Manager who has overall responsibility for the centre and all staff are either qualified or working towards qualifications in Early Years.

The Centre has support from the local authority teacher team and is a member of the pre-school learning alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children stay healthy because staff follow good hygiene practices. For example, they clean tables prior to snack times and use gloves and aprons when changing children. Children are reminded and encouraged by staff, to wash their hands prior to snack and following activities, such as painting, which helps in developing children's knowledge and understanding of hygienic practice.

Children enjoy a good range of physical activities both indoors and outdoors, providing them with daily access to fresh air. They enjoy a range of resources including slides and climbing frames, bikes, scooters and sit and ride toys. They are provided with opportunities to be active indoors as they enjoy singing and action rhymes. Opportunities for walking in the local community to pick flowers or to dig for worms and for visiting local places are provided, all of which helps to promote children's health, well-being and enjoyment.

Children are well nourished through the provision of healthy snacks, including a variety of fruits. Children freely access drinks throughout the session from a water system, which they use with confidence, thereby helping to develop their personal independence.

Staff promote children's understanding about being healthy, by discussing healthy foods with children and through topics, such as teeth. The topic about teeth involves children in explanations about teeth, in cleaning teeth and in visiting the local dentist, thereby helping to develop their understanding of being healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a secure, suitable indoor and outdoor environment. The environment is bright and colourful, with children's work adorning the walls and a variety of play experiences provided to children. However, within the base room for children under two years of age known as 'Winnies' there is no comfortable seating for staff when feeding or holding babies.

Many varied resources are available at child height, which children freely access from within their own base room and from an adjoining communal area known as 'Rabbits'. Space is well organised into planned areas, within the play rooms, which enables children to enjoy varied choices from a balanced range of continuous provision.

Detailed written risk assessments are undertaken on a daily basis to ensure the premises are safe for children. Various safety measures are in place such as, a secure outdoor area, fire safety equipment and a visitors record is maintained. However, children are able to freely access the kitchen area on their arrival, the gate leading into the nursery is not secure and there are trailing wires within 'Winnies' room, thereby compromising children's safety.

Children are kept safe on outings because good staff to child ratios are maintained. Children use reins or prams and are taught to hold hands when walking near to roads and are spoken to about road safety, thus ensuring children are aware of how to keep themselves safe when away from the setting.

Children are well protected because staff understand the correct procedures to follow in the event of concerns about any child in their care. Staff spoke of the importance of recording their concerns, of speaking to the manager and understand the role of Social Services, thereby helping to keep children safe.

Helping children achieve well and enjoy what they do

The provision is good.

Activities and opportunities provided for children are good. A varied, stimulating and interesting range of age appropriate resources and activities are available. These include areas of water and sand play, craft activities, painting, puzzles, role-play and an area in which children freely access books. Within 'Winnies' room an area using lights and colour provides an interesting area in which both mobile and non mobile children are able to explore and access resources of their choosing.

Staff are well deployed offering good support and guidance to children. Play is initiated by children, for example, during construction with blocks, socialising well as they discuss what they are building, which develops their social skills, language and imagination. Staff are available to offer support and guidance when necessary, thus maximising children's learning experiences.

The 'Birth to three matters' framework is followed for the younger children who attend, ensuring they are provided with opportunities to develop appropriately, which involves observations and assessments of children, thus ensuring staff offer suitable opportunities to help children progress. For example, music and dancing, painting, role play and as they enjoy themselves making pizza.

Children are also provided with experiences and activities outdoors. They enjoy a variety of resources, such as bikes, sand, slides and climbing frames, they enjoy running around with silver streamers, which they watch blowing in the wind. Experiences away from the setting provide children with varied opportunities to learn about their environment, as they pick flowers and dig for worms. All of which provides interest, stimulation and challenge to help children progress and enjoy their time at the setting.

Nursery Education

The quality of teaching and learning is good. Children benefit from the staff's sound knowledge of the Foundation Stage, effective teaching helps children make good progress towards the early learning goals. Children are questioned and challenged by the staff, who ask appropriate questions to help children to think and to learn at their own pace. For example, they ask children about the shapes of the coins they are using during the matching game. They inform children, how to change screens whilst using the computer. Staff ask questions in mathematical terms, such as 'how many coins do you have and how many more do you need?' Staff involve children in discussions during story time about the characters in the story, all of which provides appropriate questioning to make children think and help them to learn.

Children are encouraged to be independent and are able to make their own choices for learning. The curriculum is sufficiently matched to children's interests and there is an appropriate balance between child led and staff led activities. For example, following morning snack children choose where they wish to play, who they wish to play with and with which resources. Children access their own drinks from a water dispenser, they identify and put on their own coats and wellingtons

prior to playing outdoors and they access the toilet independently, all of which helps them to develop their independence.

Children are developing confidence through appropriate praise and encouragement and through the use of stickers and sticker charts. They are praised for their efforts during their painting and craft, and when attempting to identify their own names from name cards, thus helping to develop their confidence and self-esteem. Children are socialising well as they learn to wait in line prior to playing outdoors and learn to share resources when playing in the construction and role play areas, which helps to develop their understanding of how to share.

Children are developing their literacy skills as they listen to stories and attempt to copy their names from name cards. Mark making is available both indoors and outdoors as children mark make in a variety of ways, including water and paintbrushes and chalks for mark making outdoors.

They are developing their understanding of mathematics, as they count the number of coins they are using in the coin matching game and as they count using their fingers during carpet time. Staffs appropriate questioning, such as 'how many more coins do we need', provide opportunities for children to calculate.

Children are learning about the world in which they live by discussing and celebrating various festivals from around the world. They celebrate festivals, such as Chinese New Year, which involves children in making dragons and tasting a variety of Chinese foods. Children have access to a range of resources, which reflect diversity and they are provided with opportunities to go walking in the local community and visit places of interest, such as the clinic. Thereby providing children with opportunities to develop their understanding of the world in which they live.

Children's creativity is developing well through good experiences, such as painting, gluing, construction, sand, water and imaginary play within the role-play area, which provide good and varied opportunities to develop children's creativity and imagination.

Planning is clear and identifies how all six areas of learning are to be delivered, children's assessments, observations and interests are used to inform future planning. However, planning does not include details of differentiation and how the more and less able children are to be supported.

Assessments and observations of the children are undertaken regularly to ensure children are appropriately supported and challenged. Children's next steps in their learning are detailed and include their next steps under each of the six areas of learning. Evaluation of the planning is regularly undertaken to ensure the provision for nursery education is effective.

Helping children make a positive contribution

The provision is good.

Children are developing their awareness and understanding about diversity through discussion and activities about various cultures and celebrations from around the world. Children are involved in food tasting activities, whilst learning about Chinese New Year. They are learning about disability and the various aspects of diversity through various resources available to them. Such as, books, puzzles, small world dolls and posters, which reflect various languages.

Children are valued, included and have their individual needs met appropriately. Children's all round needs are catered for and all children are included within the setting. Staff work

consistently with parents, carers and with other professionals to provide continuity of care and to aid children's development, thus working in the best interests of the children.

The behaviour of children is good. They accept and work with age appropriate strategies, stickers, sticker charts, praise and encouragement, to promote positive behaviour. For example, praise is provided to children when they help to tidy up and when they correctly identify their names from name cards. Children are encouraged to think about when they have been good during the session and why they should receive a sticker for their sticker chart, thus helping children to begin to understand about positive behaviour. Children are delighted when receiving stickers, thus developing their confidence and self esteem.

Children's spiritual, moral, social and cultural development is fostered appropriately as they learn to take turns and share, for example, when waiting for their turn in helping to share out the plates and cups for snack time.

The partnership with parents and carers is good. Children's individual needs are well met because of the good relationships which have been established with parents. Information is shared through written policies and procedures, through displays and notice boards, daily discussions and link diaries for the younger children, ensuring parents remain fully informed. The daily link diaries provide opportunities for parents to record any comments regarding their child. Parents are provided with written information about the foundation stage curriculum and the 'Birth to three matters' framework to help them to understand about their child's progress.

Parents are involved in their children's learning by being informed about the various topics and themes within newsletters and by use of the parents notice board. They are encouraged to comment regularly about their child's progress within their child's record of achievement, thus helping to develop positive home to nursery links.

Organisation

The organisation is satisfactory.

Good procedures are in place for the recruitment of staff, the majority of whom are trained in childcare. Good staff to child ratios are maintained, thereby ensuring that children receive appropriate levels of support to help their individual developmental requirements. However, the key worker system, especially for children under two years of age does not presently provide consistency of contact or care and is therefore not always effective.

Time and space is organised so that children are able to independently play and relax within the setting. Children access varied resources both indoors and outdoors, which helps in promoting their all round development. Time is effectively organised to cater for structured, free play and snack times and children under two years follow their own individual routines. However, the way in which children and parents access the setting at the start of the session does not provide a welcoming start to the day, as some children are upset within the small crowded reception area in which they wait.

Documentation is maintained in line with the National Standards and therefore helps in promoting the efficient management of the setting. However, confidentiality of personal documentation is not always maintained.

New staff are formally inducted and there is a staff appraisal system in place, through which staff identify their own training needs and access appropriate training as required. However,

evidence to confirm that at least two staff members hold appropriate and valid certificates in first aid is not maintained.

The quality of leadership and management of the nursery education is good. There is a clear understanding by staff of the 'Birth to three matters' framework and the Foundation Stage curriculum and staff are clear on their roles, responsibilities and deployment areas. Good curriculum planning is in place and is implemented and delivered by staff effectively, which helps to ensure the provision of nursery education is effective in helping children progress.

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

Improvements since the last inspection

Following the last inspection there were three recommendations raised relating to documentation and safety.

All three recommendations have received attention. Risk assessments are completed for all areas used by children, written parental consents are obtained regarding medication and parental signatures are obtained to acknowledge any medication administered to children. The complaints policy includes details of the regulator.

Due to the action taken, the care and safety of children has been enhanced.

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.

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):

- provide comfortable seating within the base room for children under two years
- promote the safety of children by ensuring they are unable to access the kitchen at any time, by ensuring the gate into the nursery is secure and by making safe trailing wires within the base room for children under two years

- ensure all personal documentation is stored confidentially and ensure that evidence of staffs first aid training is available at inspection
- review the key worker system, especially in relation to children under two years of age to ensure consistency of contact is maintained
- review the arrival system for parents and children to provide a more welcoming start to the session

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):

- develop planning to include differentiation outlining how the more and less able children are to be supported

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