



The Honeypot Pre-School

Inspection report for early years provision

Unique Reference Number	143114
Inspection date	09 November 2005
Inspector	Janet Armstrong
Setting Address	32 Fairmead Road, Yeovil, Somerset, BA21 5SE
Telephone number	(01935) 427643
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Registered person	The Honeypot Pre-School
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 good.

WHAT SORT OF SETTING IS IT?

The Honeypot Preschool is a committee run facility which opened in 1990 to provide activities for children of services families based at nearby RNAS Yeovilton. Since then it has changed its admissions policy to welcome all children from the community. It has sole use of a chalet bungalow on a married quarters estate on the outskirts of Yeovil. The accommodation has been converted to provide three playrooms, with access to a toilet and kitchen facilities. An outdoor play area offering

different activities and permanent play equipment is included in the registration.

The preschool is registered to provide sessional care for 14 children between 2 and 5 years of age. It is open Monday to Friday term time only from 09.15 until 12.00 and on a Tuesday, Wednesday and Thursday from 13.00 until 15.45. They are registered to receive funding for 3 and 4-year-olds. There are currently 25 children on roll, of whom 14 are funded. They cater for children with special education needs and English as an additional language.

The preschool employs a qualified manager who holds a Certificate in Education. She is supported by four members of staff, of whom three are qualified in child care and education and one who is working towards a recognised certificate.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are cared for within a clean and well-maintained environment where staff and parents follow an effective cleaning rota which enables children to play and explore in a hygienic environment. Children learn about managing good personal hygiene through washing and drying their hands themselves. However, procedures and routines are not always effective to help reduce cross infection. Children are provided with two communal towels in the 'busy' playroom and bathroom. This does not sufficiently protect them from the risk of the spread of infection. Whilst children show high levels of personal independence and visit the toilet facilities on their own. The lack of supervision and reinforcement of expectations does not sufficiently ensure that children follow positive hygiene routines. This increases their exposure to germs. Appropriate documentation and records are accurately held detailing the children's individual health, dietary and medical needs. All staff hold a recognised first aid certificate and follow appropriate procedures when dealing with any accidents. This means children's individual needs and well-being are reliably supported.

Children's introduction to a healthy lifestyle is effectively promoted. They learn about healthy foods through planting, growing, cooking and eating fresh produce grown in the preschool's garden. They enjoy a range of nutritious snacks, such as fresh fruit, vegetables, bread sticks and crackers. Children's physical development is fostered well. They have regular opportunities to develop their physical skills through access to a range of equipment, such as ride on toys, climbing apparatus, balls and stepping stones. Children benefit from the 'fun fit' programme that encourages them to be active, improve their levels of fitness and supports the development of large motor skills.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play safely in a secure and well-organised environment. The premises,

equipment and play provision are in a good state of repair. Careful consideration has been given to the areas that children use to ensure that safety is maintained at all times. For example, stair gates restrict access to the upstairs and kitchen, doorstops prevent fingers from being trapped and covers are fitted to electric sockets. This allows children to explore their environment freely, wandering from room to room safely. Secure fencing and a bolted gate provides a safe environment outside, where children are able to use the range of equipment and space under good levels of supervision. Regular monitoring, maintenance and supervision effectively promotes children's safety.

Children's safety is further promoted when on outings. Discussions and good practice raises children's awareness of potential hazards. Children are taught safe practices. For example, they help to tidy up and learn to use equipment, such as tools and scissors correctly. This means children are able to start taking care of their own safety. Children practise fire drills on a regular basis to enable them to follow appropriate procedures to evacuate the premises in an emergency situation.

Children are protected from harm through the staff's sound awareness and understanding of child protection issues. They are clear on the procedures to follow should they have a concern about a child in their care. However, they do not record existing injuries. This could compromise the children's well-being.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, settled and confident. They enjoy access to a wide range of play provision and resources within a well structured session, where they are involved in a good balance of adult-led and self-initiated activities. The regular routines enable children to develop a sense of security and continuity to access a wide range of activities and experiences. Regardless of age, all children attending benefit from the themed and planned activities that are organised to promote their learning and development. Staff have a good knowledge of the individual needs of those children that attend and provide children with good levels of support.

Children under 3 years make good progress. They arrive happy and settle into an activity of their choice with positive input from staff. They are developing high levels of confidence and independence, as they start to move from room to room, making free choices in their play. Positive relationships have been formed with staff, whom they seek for reassurance. Relationships with other children are developing through social interaction at snack time and through learning to share and take turns. Written assessments of children's progress within the Birth to Three Matters framework clearly documents and demonstrates the children's achievements within the different areas. These positive measures provide children with a strong sense of well-being and belonging.

Nursery education

The quality of teaching and learning is good.

Children's learning is supported well by staff who have a sound knowledge of the early learning goals and steps within. Planning highlights a good range of interesting activities that covers the six areas of learning, providing children with balance and appropriate challenges throughout the year. Staff work well together as a team. They have a positive and cheerful approach and interact easily with the children. They ask meaningful questions that challenge the children's thinking, especially in their mathematical development. Staff know the children well. They have a good awareness of children's individual learning needs. Children's written assessment records identify some achievements made within the early learning goals. However, they do not sufficiently record the progress children are making through the six areas of learning.

Children have high levels of confidence and personal independence. They leave their carer with ease and settle into an activity of their choice. They make their own choices in play and are able to take care of their own toileting needs. Children are well behaved and understand right from wrong.

Children communicate well with others to express their thoughts and ideas. They show a good awareness of the speaker, where they listen and respond appropriately. Children enjoy books and stories. They understand the structure of books, as they retell familiar stories and answer questions about what they see and hear. They access mark making resources and tools independently, where they learn to form recognisable letters to write their name.

Children have a good introduction to numbers and mathematical concepts through daily routines and challenges. For example, they count how many children are present, and solve simple number problems, such as, if there are six in the bed and one falls out, how many are left (from the story, 10 in the bed). Children learn about comparisons, shape and size through a range of activities, such as sand play and measuring.

Children explore and investigate the environment around them. They access magnifying glasses to look at bugs, and through trial and error learn about shape, space and different fitting and fixing techniques using the exploration board in the hall. Children learn how to operate modern-day technology equipment, such as the microwave and food mixer under supervision and how to operate the remote-control alien. They have a good introduction to the natural world that they live in through a good range of planned activities, such as growing, planting and tending to plants in the preschool's garden.

Children have regular opportunities to develop their large and small motor skills through a range of structured activities and regular use of equipment. They demonstrate good climbing and balancing skills on the climbing frame and stepping stones. They have good hand-eye co-ordination and fine manipulative skills through regular use of tools and materials to cut, thread, saw wood and bang in nails in their constructive play.

Children explore texture, colour and form through a good range of adult-led and self-initiated creative activities, such as painting, collage, clay and junk modelling. Children particularly enjoy the free access to creative resources where they express

themselves through their art and design. Children enjoy familiar songs and rhymes. They enthusiastically join in with the actions, responding to sound with their body. Children use their imagination well as they act out familiar and imagined situations through small world play and role-play both indoors and outside.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well through the key worker system, discussions with parents and clear documentation. Staff know the children well. Good levels of communication with parents ensures that they are well informed and are supported by all the necessary paperwork and documentation relating to the children's particular needs. Children have a good introduction to diversity, the local environment and the wider world in which they live. They visit local places of interest, such as a farm, library and enjoy local walks around the neighbourhood. Regular use of play provision and themed topics introduce them to a range of different lifestyles and celebrations. Children with special educational needs and English as an additional language are supported very well. There are reliable systems in place to effectively communicate with parents. The sharing of relevant information and records relating to their needs provides children with continuity of care to support their learning.

Children are well behaved. They learn to share, take turns and consider the needs of others. This is achieved through clear and consistent boundaries and explanations from staff. A think tent provides children with a quiet area that enables them to reflect and consider issues within their life in a sensual and calming environment. This enables children to make positive decisions, taking into consideration the needs and feelings of those around them. Children's spiritual, moral, social and cultural development is fostered well.

Partnership with parents is good.

Staff have developed good working relationships with parents. There are strong levels of communication that enable staff and parents to be kept up-to-date and well-informed about children's individual learning needs and general requirements. A written complaints procedure is in place. However, it does not fully incorporate the new regulations. Parents are encouraged to become involved in the running of the preschool. For example, becoming a committee member, or helping to clean and maintain the premises. Regular newsletters and informative notice boards keep parents informed of day-to-day issues surrounding the activities and general running of the preschool. Parents are encouraged to share what they know about their child. They have free access to their children's records of development and daily contact with staff regarding their children's progress. This enables staff to support children within the setting well, providing children with appropriate challenges. It also ensures that children are cared for consistently, providing them with continuity of care whilst respecting the parents wishes.

Organisation

The organisation is satisfactory.

Children are well-cared for by effectively deployed staff who work well together as a team, sharing tasks and responsibilities. There are clear systems in place to ensure that staff are suitable and well-prepared to carry out their roles. These include an induction programme, regular staff meetings and twice yearly appraisals. This supports staff to update and address their training and development needs. However, the current written procedure for employing new staff does not fully incorporate the new regulations. Staff are supported by an effective operational plan. This means they are able to support and cater to children's needs consistently. However, records of existing injuries are not kept and hygiene practices do not sufficiently support the children's health.

Children benefit from a well-organised environment where good use has been made of the space to provide them with different areas for their play. They are supervised by high levels of qualified and knowledgeable staff who encourage the children to make independent choices. Children explore and play freely in a safe and stimulating environment. The setting meets the needs of the range of children for whom it provides.

Leadership and management is good.

The setting has good systems in place to monitor the provision of the nursery education. They effectively evaluate the activities offered, identifying what went well and considerations for next time. This means that children are provided with well-prepared and thought out activities that stimulate and challenge their learning. Whilst staff have a good awareness of children's individual learning, the records of assessment do not accurately reflect the progress children are making throughout the six areas of learning. Staff receive good levels of support and encouragement from management. They work very well together as a team, and all contribute to the plans sharing ideas for activities.

Improvements since the last inspection

At the last inspection the provider agreed to ensure that confidentiality is maintained with all records relating to children. This has been addressed well, with children's records of achievement now kept in individual folders to ensure confidentiality and are available for parents to access at any time.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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 children follow appropriate hygiene routines to reduce the risk of the spread of infection
- keep written records of existing injuries to help protect children from harm

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):

- further improve the assessment systems to securely show how children are progressing through the six areas of learning

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