

# Honeypots Pre-School Walton

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY265620
<b>Inspection date</b>	07 February 2008
<b>Inspector</b>	Alison Jane Kaplonek
<b>Setting Address</b>	Ashley Park Pavilion, 197 Ashley Park Avenue, Walton-on-Thames, Surrey, KT12 1ET
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<b>Registered person</b>	Honey Pots Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Honeypots Pre-school is one of two privately owned nurseries. It is situated in Ashley Park Pavilion, Walton on Thames, Surrey. The group serves the local community. Children have access to a large room and outdoor area.

The nursery is open from 09:15 to 12:15 Monday to Friday, term time only. Parents have the option of booking their child into the lunch club, which runs from 12:15 to 13:00. Children attending the lunch club bring a packed lunch. There are currently 46 children aged from two to under five years on roll. Of these, 27 children receive funding for nursery education. The nursery currently supports a number of children with learning difficulties and/or disabilities, or English as an additional language.

The nursery employs eight members of staff. Six of the staff, including the owner, hold an appropriate early years qualification. The setting receives support from an early years advisor from the Early Years Childcare Service.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children's good health is assured in the clean and well maintained environment. They are very well protected by staff who follow effective procedures and practices, such as regular cleaning of surfaces and changing mats and the use of checklists to ensure that all areas of the pre-school are clean. Older children play an active part in keeping themselves healthy by independently taking themselves to the toilet and washing their hands. They are learning to wipe their own noses and to dispose of the tissues in the bin provided. Good use of documentation ensures that staff are recording accidents or the administration of medicines. Registration forms include information regarding children's allergies and dietary needs. Permission is obtained from parents to enable staff to administer first aid or to seek emergency treatment or advice. Children are well nourished and enjoy a varied range of fresh fruit or dried raisins for snack time. They have the opportunity to attend the lunch club when they bring their own packed lunch. They benefit from easy access to drinking water, which is available throughout the day.

Children develop a good variety of skills during their physical play. They enjoy their outdoor time in the grassed area of the pavilion, when they can access a good range of equipment which enables them to practise skills, such as balancing, pushing and throwing. However, they have limited opportunities to climb, pedal or run outside. They take part in music and movement sessions indoors and are gaining in co-ordination as they dance with ribbons. They confidently use a wide range of small equipment to increase their manipulative skills, such as scissors, pencils, brushes and cutters and are gaining in their control.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are protected from harm by the use of efficient safety procedures which are built into the daily routine and shared with parents, enabling them to play and learn in a secure setting. Risks of accidents or injury are minimised as staff carry out visual and written risk assessments on the premises and equipment before each session. Children are familiar with the fire evacuation procedure which they practise regularly within the pre-school. Children access good quality equipment appropriate to their age and stage of development. Consideration has been given to any children who may have learning difficulties and/or disabilities or English as an additional language and sensitive adult support enables them to take part in safety.

All children are effectively involved in protecting themselves from harm. They are spoken to regularly about risks and consequences, for example, what would happen if they run indoors or knock into other children with outside play equipment. This enables them to begin to learn to take control of their own safety and to care for others. Children are very well protected by staff who have a good understanding of child protection policies and procedures and who give priority to ensuring that children's care and welfare are of paramount importance.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are provided with an excellent range of resources and activities which cover all areas of learning and provide good play opportunities for all, including those with special needs. Children are able to self-select a wide variety of tools and materials from the child friendly

storage units and tables, often initiating their own learning. They are interested and involved and enjoy their time at pre-school. Staff are attentive, listen to what the children say and encourage them to think and recall past learning.

#### Nursery Education.

The quality of teaching and learning is good. Children are achieving well in all areas of learning. They are provided with a wide range of resources and activities on a daily basis and confidently make choices as they move around both the indoor and outdoor environments. The planning system is linked to the Foundation Stage curriculum and covers all six areas of learning and includes a focused activity supervised by each key person. Staff have a good understanding of their roles and responsibilities and deploy themselves well, providing support for children in all areas of the pre-school. They make good use of the paved outside area, to extend the curriculum for children. Children's work is valued and much is displayed within the pre-school, providing a colourful and stimulating environment.

Children are confident speakers using language to initiate and organise their play, for example, they talk about the machines they have built with the wooden blocks, or the materials they are using, as they work on the Chinese dragon picture. They enjoy listening to rhymes and stories. Most children are able to recognise their names on labels when they self-register or find their place setting at snack time. All children use marks to represent their ideas, such as making lists or writing letters to their parents, and some children are beginning to write recognisable letters.

Children take part in a wide range of games and activities to develop their number skills and many count and recognise numbers to ten. Children use mathematical language, such as long and thin, as they describe the ribbons or chop sticks they have brought in for the interest table. They learn about shape, size and quantity through practical activities such as playing with sand and dough. They show an interest in solving simple number problems and some older children use language such as 'more' or 'less' to compare numbers of objects.

Children use their imaginations well in numerous play situations, for example, during role play and when creating art and craft work. They explore colour and texture when painting or using collage materials, both on a small and large scale. All children enjoy singing songs and moving their bodies in time to different rhythms during music and movement sessions. Children talk about themselves and their families and are learning about the customs and cultures of others. They learn about magnetism and use magnifying glasses to observe the toy bugs. Children know how to operate some simple equipment, such as the toy till or remote control bugs. Some children have the opportunity to complete simple programmes on a computer with a visiting teacher. However, there are limited opportunities for all children to use information technology to fully support their learning.

#### **Helping children make a positive contribution**

The provision is outstanding.

Children are fully included in the life of the pre-school. They are very keen to help tidy up, or help to prepare and give out the snack. They successfully operate independently within the environment, selecting and using the resources or accessing the toilets and tissues as needed. They all attempt to put on their own coats and boots before playing outside. Children are all excited and motivated to learn. They are involved in their learning and play and make choices as to what they would like to do. Children have high levels of confidence and self-esteem. They are able to express their needs and feelings and are learning to respect the feelings of others.

Children are very well behaved. They know the golden rules and co-operate with each other as they learn to share and take turns. They are supported by staff who value all children, set clear boundaries and ensure that their individual needs are well met. Children with learning difficulties and/or disabilities, or English as an additional language are provided with excellent support to enable them to access the wide range of resources. Children's spiritual, moral, social and cultural development is fostered well.

The partnership with parents and carers is outstanding. Parents are kept very well informed about the pre-school routines and topics, and their children's progress and activities, through regular newsletters and daily discussion with staff. Effective procedures are in place to allow parents and staff to share all relevant information, with particular regard to parents who have English as an additional language. Parents are able to be involved in their children's learning and can come in to help in a session if they wish. They come in to share a story with the children, often in their own language, which children enjoy. They receive regular information about activities which they can do with their children at home, such as looking for a long and thin item to bring in for the interest table. This adds to and supports the learning taking place at pre-school. They find all staff approachable and feel able to discuss any issues which may arise.

### **Organisation**

The organisation is good.

Children are very settled, busy and happy in the well organised pre-school environment. The successful organisation of both their care and education ensures that their health and safety are assured and that they are achieving well in their learning. The premises are well organised and children are able to access equipment and resources at all times, enabling them to develop their own play and learning as they wish. A comprehensive range of policies and procedures are consistently applied. Registers are kept of all children, staff and visitors on the premises, although these do not always include times of arrival and departure of children using the lunch club. Children benefit from well qualified staff who keep good records. This provides them with continuity of care and ensures that they feel settled and secure and that their individual needs are well met. Overall, the pre-school meets the needs of the children for whom it provides.

Leadership and management is good. There is a clear management structure within the pre-school and effective leadership ensures that staff work well as a team and provide care and education of a high standard, for all children. Management recognise the strengths within the provision, monitor and evaluate activities and the provision of nursery education and are aware of the areas for development.

### **Improvements since the last inspection**

At the last inspection, the setting were asked to ensure that the child protection policy contains all the required information. The child protection policy has been updated and now contains all necessary information.

### **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):

- ensure that registers for children include accurate information regarding the times, for those who arrive late or leave early.

#### **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 improve the opportunities for children to gain control and co-ordination over their bodies, with particular regard to pedalling, running and climbing, and to improve their awareness of others while playing outside.
- improve the opportunities for all children to use ICT to fully support their learning.

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](http://www.ofsted.gov.uk)