

Honeypot Pre-School (Group 2)

Inspection report for early years provision

Unique Reference Number	EY264075
Inspection date	17 March 2008
Inspector	Julie Biddle
Setting Address	Stanmore Chapel, Nelson Road/Marsh Lane, Stanmore, Middlesex, HA7 4HP
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Registered person	The Honeypot Lane Playgroup Association
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 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?

Honeypot Pre School playgroup is one of two, individually run, pre schools. It opened in April 2003 and operates from Stanmore Chapel Church Hall in the London Borough of Harrow. A maximum of 20 children may attend the pre school at any one time. The pre school is open each week day from 09:15 to 12:00, term times only. All children share access to a secure outdoor area.

There are currently 34 children on roll, of these, three children receive funding for nursery education. When the children are over three years of age they move onto the other nursery, which is in walking distance.

The pre school employs six staff on a full and part time basis, over half of the staff, including the manager hold appropriate early years qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted as the nursery is maintained to a good standard of cleanliness. Children are learning self-care skills to prevent the risk of cross-infection as they wash their hands at appropriate times during the day. They also understand why it is important to do so. Children profit from good opportunities for physical play and exercise as they have routine access to the well resourced outdoor area. Here, they have the opportunity to run, balance and slide within a secure environment. Children are excited as they play outside on a windy day with streamers and a parachute, laugh as they run with the streamers floating behind them. The outside area is safe and secure and children thoroughly enjoy their time outside however, outdoor play is at the same time each day and the area is not used to its full potential.

Effective procedures are in place to manage accidents, and staff hold first aid certificates.

Children enjoy the variety of fruit available at the snack table. Children's independence is encouraged as they are able to decide for themselves when they are ready to sit down and eat. Staff monitor the children to ensure that no child misses out on their refreshment. Children are also learning about the importance of healthy eating through activities such as preparing, cooking and eating vegetable soup. A social occasion is created at snack times, as children sit around tables and talk with their friends and the staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children feel extremely welcome as staff greet them and their parents on arrival. They are very happy and settle quickly into their activities. Children play in a busy, stimulating learning environment and the hall is made to look attractive and inviting.

Children's safety is promoted as staff carry out routine safety checks to make sure children are not exposed to danger. The emergency escape plan is practised regularly to ensure children will be taken to safety quickly in the event of a fire. Security of the premises is good. Unwelcome visitors cannot gain entry to the nursery, or children leave unnoticed. Children have sufficient space to move around and play safely. Children are self assured as they select equipment and activity they wish to play with and confidently move around as they decide to change. All furniture and equipment is clean and in good condition.

Children are well protected because staff have a clear understanding of their role with regard to child protection issues and know how to implement local procedures. Staff attend ongoing training to ensure their knowledge is updated.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and very well settled in the setting. Younger children are developing confidence and a sense of belonging as the Birth to three matters framework to support their learning is incorporated into the planning. Appropriate activities are organised to promote development and provide fun. For example, a walk to the local park provides good exercise and an opportunity to look at blossom and changes in the season. Children benefit greatly from

the close relationship they enjoy with staff. The interaction between them is warm and friendly. Staff are caring and kind, and give appropriate support and encouragement when needed.

Nursery Education.

The quality of teaching and learning is good. The children's individual progress is observed and information recorded is used to plan for the next steps in the children's development. Plans are devised by the whole staff team. Staff's understanding of the Foundation Stage enables them to provide activities that are stimulating and fun. Staff and children enjoy good relationships with each other, staff listen intently to the children and respond to their needs and choices.

Children's attitude to learning is positive and they play an active role in this as they make their own choices in play. They concentrate well and persist in their chosen activities, negotiating well with each other. Staff support children's learning by asking questions, that challenge children and encourage them to think.

Children enjoy opportunities to enjoy books in a cosy quiet area, where staff make themselves available to read and share books with them.

Children take pleasure in learning and they spend extended periods concentrating on their chosen activities. Children thoroughly enjoy making marks and writing, for example as they complete a quiz in the local park. Children are becoming confident speakers and are developing their vocabulary. Children are curious to explore different creative mediums as they make their own paints and dough, choosing colours and scents. They are developing their fine motor skills as they manipulate paintbrushes, glue spreaders, scissors and puzzles. Mathematical skills are promoted as the children count to confidently to ten as part of daily routines. They calculate as they sing familiar songs, such as five currant buns.

Children play well together, they are generally kind and considerate to each other as they share and take turns. Children have many opportunities to develop their knowledge and understanding of the world through discussion and topics. For example seasons, and weather. Children enjoy celebrating festivals such as Easter, Pancake day and Saint Patrick's day. They learn about past and present events and explore their own and other cultures.

Helping children make a positive contribution

The provision is good.

The staff value and respect the children as individuals. They give them lots of praise and encouragement to enhance their self esteem and confidence. Children generally behave very well; they know what is expected of them and are clear about what is right and wrong. Children understand responsible behaviour and confidently take on roles and responsibilities within the group, such as helping with tidy up time. Staff are skilful at managing any unwanted behaviour; they are calm and consistent with their approach.

Children have access to a suitable range of resources that enable them to develop a positive view of diversity within society and an understanding of others. For example, books and puzzles are available that reflect positive images of races and cultures that are different from their own. In addition a range of world faith festivals and traditions are acknowledged, including Mother's Day, Easter and Saint Patrick's day. As a result children's social, moral, spiritual and cultural development is fostered.

Although there are no children with learning difficulties and/or disabilities currently attending, policies and procedures are in place to support such children, and to work closely with their parents and other professionals should the need arise.

Partnership with parents is good. Parents receive useful information about the setting and events through newsletters and the use of a notice board. Although further detail of the Foundation Stage curriculum would enhance parents knowledge. Parents are welcomed into the setting to share skills and to take part in activities. Daily exchange of information ensures parents are aware of their children's daily activities. Parents are invited into the setting to discuss and plan for their child's development. Parents very positive comments include; 'thank you for the wonderful job you are doing,' 'thoroughly enjoys the spent time with you'.

Organisation

The organisation is good.

Staff have a clear understanding of their roles and responsibilities within the playgroup and the deployment of staff is good ensuring that all children are secure and happily engaged in activities. Staff work well as a team and support children, for example, by being good role models. The welfare of the children is further safeguarded as all the required documents are maintained.

The leadership and management of the setting is good. The staff team is led by a manager who is a good role model and is committed to the promotion of good quality childcare. She encourages her staff to increase their skills through further training, and gives them good support, both informally on a daily basis and formally through staff appraisals and meetings. The team meet regularly to reflect, monitor and improve the quality of care and education provided, thus benefiting the children. There is a robust recruitment procedure in place ensuring staff are suitable to work with and care for children.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider agreed to ensure all policies and procedures are updated so that information is current and relevant. The provider has completed this meaning parents and staff are able to access information that is correct and in line with current legislation

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):

- further develop the outdoor play area

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 enhance parents knowledge regarding the Foundation Stage Curriculum and daily plans

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