

The Honeypot Pre-School

Inspection report for early years provision

Unique reference number	143114
Inspection date	23/10/2008
Inspector	Samantha Powis
Setting address	32 Fairmead Road, Yeovil, Somerset, BA21 5SE
Telephone number	(01935) 427643
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

The Honey pot Pre-school is a committee run facility which opened in 1990. It operates from a chalet bungalow, which is situated within a residential area of Yeovil, near to RNAS Yeovilton. The setting welcomes children from all local communities, including children from service families living within the immediate residential area. Children have use of play areas on the ground and first floors of the premises and there is an outside play area accessible.

The pre-school is registered on the Early Years Register to provide care for 14 children between two and five years of age. There are currently 25 children on roll, 10 are in receipt of funding for nursery education. The setting supports children who have learning difficulties or disabilities and those for whom English is an additional language. The pre-school is open Monday to Friday term time only from 09.15 until 12.15 and on a Tuesday and Thursday from 13.00 until 16.00.

The pre-school employs a qualified manager who holds a level 3 qualification. She is supported by four members of staff who work directly with the children, all of whom hold or are working towards a recognised childcare qualifications, including Early Years Professional Status. An additional qualified member of staff is employed to support the manager in an administrative role.

Overall effectiveness of the early years provision

Children are happy, settled and relaxed as staff have a very good understanding of their individual needs. The well established key worker system and effective partnerships with parents ensure that activities offered are based on children's preferences, which means that children are interested, motivated and making good progress in their learning and development. Children are safe and secure and enjoy using all areas of the brightly decorated and well organised pre-school environment. The staff team are enthusiastic, motivated and keen to develop their own skills and practices. The success of sessions is continually monitored to ensure that they meet the needs of the children attending.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- further enhance children's learning and development by encouraging them to fully explore the wide range of accessible resources and play opportunities.

The leadership and management of the early years provision

The staff team and management committee share clear aims, which helps them work together well to meet the needs of the children attending. The systems in place for self-evaluation and monitoring help the setting to identify their own

strengths and areas for development. Previous recommendations regarding learning and development and safety have been addressed well, and some positive steps have been taken to improve hygiene procedures to minimise the risk of cross infection to children. Clear and generally effective policies and procedures are in place to safeguard children and promote their ongoing safety and welfare. These are followed consistently by staff, who receive a thorough induction and attend ongoing training, cluster meetings and workshops to continue to develop their knowledge and understanding. Staff have a good understanding of their roles and responsibilities, which helps to ensure that children are very well supervised and supported at all times. Effective recruitment and vetting arrangements ensure that staff are suitable and have appropriate qualifications to promote children's safety and welfare. Children are confident and developing secure relationships with staff due to the well established key worker system. Staff are vigilant about safety, and remind children of simple rules to prevent accidents. Risk assessments are completed, and documents such as the accident records are used to monitor safety. Children and staff regularly practise the emergency evacuation procedures, which helps to ensure they are all familiar. Records, such as the daily registers, incident, accident and medication reports, are used well to support children's ongoing health and safety.

Good partnerships are established with parents and carers which helps to ensure children are cared for according to their individual needs. Each child and parent is welcomed into the pre-school allowing time for discussion between adults and children. Parents are fully informed about the key worker's role, and feel confident to speak to them or any of the staff team about their child's needs. Parents are provided with useful information about the setting's policies and procedures which is frequently updated through newsletters and information on the parents' notice board. Information is also provided about activities and teaching practices, which helps parents to support their children's learning at home. For example, wall displays include simple explanations about what children learn from particular activities. Parents identify children's interests and preferences before they start at the pre-school, which helps staff to plan activities which interest them right from the start. Partnerships have been established with the local schools, and are being developed with other agencies supporting children within the setting.

The quality and standards of the early years provision

Children are relaxed and appear very 'at home' within the pre-school setting. They have built good relationships with the staff and enjoy having a laugh and a joke with them as they play happily. Staff know the children very well, and ensure activities are adapted to support children's learning needs. There is a good balance of adult led and self chosen activities during the session. Resources are very well set up to allow children to make choices and select for themselves, however at times, children are not encouraged to fully explore all areas within the pre-school. For example, a very well resourced creative play area is hardly used by the children during the session. Children are developing a confident awareness of their local communities and the wider world through outings, planned activities and everyday resources. For example, they have visited a local restaurant to make pizzas and have been visited by a fire officer and tyre fitter as they talk about the roles of

people in the community. Comprehensive planning, observation and assessments are clearly linked, which enables staff to provide activities that encourage children to take the next step in their learning. All children are included well throughout activities, participating at their own level and using their own imaginations and ideas. For example, as children thread the coloured pasta some are practising the physical skill of threading and others, who have already mastered this, are thinking about the patterns they are making using the different colours. Children are supported well by enthusiastic staff who encourage the children's curiosity and learning through the discussions they engage the children in. Overall, children's health and safety is well supported. The hygiene routines children learn generally help to keep them healthy and they becoming more aware of how to support their own safety. For example, a child reminds staff and children not to put the knife in their mouth at snack time, as they might hurt themselves.

Posters, photos of the children and examples of children's own creative work help children to feel valued and to develop a strong sense of belonging. Children enjoy having roles of responsibility during the session, such as handing out the cups at snack time or feeding 'Slippy' the fish. They receive regular praise and encouragement from staff which promotes their confidence and self-esteem. Children are very well behaved and polite as they learn to work and play with others. Children are developing confidence in using written and spoken language. They use the writing table and self-register as they enter the pre-school, finding their own name card and placing it on the tree. Sometimes, they are encouraged to have a go at writing their own names on their work. Children enjoy books and stories, they sit enthralled as a member of staff animatedly tells them one of their favourites, anticipating with excitement the scary and funny parts of the book. They are confident in using books by themselves. They turn the pages from front to back and point to the pictures and text recalling the story and demonstrating their increasing understanding that print carries meaning. Numbers and counting are used throughout the nursery, and occasionally children are encouraged to consider simple number problems. They recognise shapes within the environment, such as when they name the shape of the cracker they have selected for snack. Children learn to make healthy choices in what they eat. They help to grow their own fruit and vegetables in the garden, such as beans and strawberries, and enjoy eating these for their snack.

Annex A: record of inspection judgements

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

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	Good
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

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.