

# The Honey Bee Pre-School

Inspection report for early years provision

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<b>Unique reference number</b>	EY296940
<b>Inspection date</b>	11/09/2008
<b>Inspector</b>	Susan Victoria May

<b>Setting address</b>	2A Valantia Road, Off Oxford Road, Reading, RG30 1DL
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<b>Telephone number</b>	0118 957 2318
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<b>Email</b>	
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<b>Type of setting</b>	Childcare on non-domestic premises
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## 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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

The Honey Bee Pre-School opened in 2005. It operates from two rooms set over two floors in a community building in Reading. There are messy and quiet rooms, an outdoor area and toilets, disabled facilities are available on the ground floor. The pre-school serves families from the local community and surrounding areas. The group has links with local schools and Children's Centre.

The provision is registered for a maximum of 50 children. They are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 13 children on roll aged from two years to five years. The setting is able to support children with disabilities and/or learning difficulties and those for whom English is an additional language.

The pre-school opens five days a week during school term times, sessions are from 9.30 until 13.30 on Monday - Thursday and 9.30 - 12.00 on Friday. Children may attend for a variety of sessions.

Six members of staff work with the children, four of whom hold recognised early years qualifications. Three members of staff are on training programmes. Three members of staff hold current first aid certificates.

The group offers sessions in Arabic.

## **Overall effectiveness of the early years provision**

The provision is effective in promoting children's welfare and learning. Staff know the children very well and ensure they meet their individual needs with additional support for those that need it. Staff provide an environment in which children feel secure and confident to enable them to investigate and learn. Strong links with the local community help children develop a clear sense of self. The group promote inclusion positively so that all children are welcome and fully involved in all aspects of the pre-school day. The group are very aware of their strengths and areas for improvement, and are committed to improving the quality of their provision. This is an ongoing process.

## **What steps need to be taken to improve provision further?**

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

- continue to review documentation to meet the new welfare requirements
- continue to develop the systems for self evaluation and assesment

## **The leadership and management of the early years provision**

The strong staff team work well together with management to provide a seamless flow of activities through out the session. Regular staff meetings and good communications help the group to self assess and evaluate their provision, identifying strengths and weaknesses. They are continuing to develop this as part of their quality assurance system. The pre-school take steps to promote improvement where they have identified weakness. For example, to compensate for the very limited outdoor space, they take the children to the park and provide physical activities indoors to ensure children have a balanced physical development programme.

Parents and carers are welcomed into the group and state that they enjoy the opportunity of being with the group for a day as part of the 'parent's week scheme'. There is good communication between staff and parents with daily discussions about their child's day. There are regular news letters and parents also have access to the children records. Links with schools and other agencies are positively promoted to support children through transitions. There are also good links with the local Children's Centre.

There are effective risk assessments and daily checks to safeguard the children. Parents are included in the safety measures, for example, ensuring parents have a copy of the risk assessments for outings. Appropriate vetting procedures are in place to ensure all adults working with the children are suitable. Staff are appropriately qualified and are encouraged to undertake further training. Policies and procedures are in place that protect children's health and wellbeing; these include child protection and complaints. These are in the process of being reviewed to meet current welfare requirements.

## **The quality and standards of the early years provision**

Children are making good progress towards the early learning goals. Staff deploy themselves effectively to facilitate learning, they use supporting language and ask appropriate question to stimulate and challenge children's thinking. The staff make continual observations that inform planning which enable them to help all children develop their next steps in learning. The staff seek information from the parents about the children's stage of development prior to them attending pre-school, this helps staff to understand and provide for the children needs and interests. Children enjoy a variety of activities both indoor and outdoors, they initiate their own games and are well supported by staff as they select from the well presented resources. There are good systems in place to support children with additional learning or development needs, such as promoting English for those for whom it is an additional language whilst also supporting home languages.

Children develop an understanding of a healthy life style with good opportunities to sample a variety of physical activities and topics which promote eating healthily. They learn to keep themselves safe through explanations and gentle reminders to use resources appropriately.

Children are very happily settled and concentrate well, such as when they are threading beads and free drawing using the chalk boards. They are encouraged to mark make in play and through planned activities, some children are able to write

their own names. Children's enjoyment of stories and story times is evident as they use finger puppets enabling them to take an active part in the story. Children choose favourite songs which include number rhymes, measure and compare their heights, sequence with beads, name shapes and recognise numbers through daily activities.

Children use technology resources in their play, as 'doctors' in the role play area or just making social calls on the mobile. In the very calm atmosphere of the pre-school, the high expectations of staff promote manners and good behaviour, thereby helping children develop strong moral values. Through this ethos, children develop a strong sense of self worth and show care and respect for others.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	Outstanding
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](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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## **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.