

Honeybeez Pre-School

Inspection report for early years provision

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Inspector

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Type of setting

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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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.

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Description of the setting

Honeybeez Pre-school is managed by a voluntary committee and occupies a suite of rooms in the same building as the Basset Green Primary School and the Sure Start Swaythling Centre in Southampton. The accommodation is generous with two main playrooms and a large reception area which is used as another play area.

The pre-school was registered in 1997. It caters for children aged two to five years and is on the Early Years Register, the compulsory and the voluntary parts of the Childcare Register. The pre-school caters for children who have special educational needs and/or disabilities as well as children who speak English as an additional language. There is easy access for wheelchair users and links with the Sure Start Centre and the school both on site.

A maximum of 36 children in the early years age group may attend the pre-school at any one time. At present, there are 54 children on roll and, of these, 46 are funded. Honeybeez is open each day from 09:00 until 11:30 and 12:45 until 15:15 during term time. Children have access to a spacious outdoor learning area which has rubber flooring for safety as well as grass.

Honeybeez employs seven members of staff, including the manager. Six have appropriate early years qualifications and one member of staff is working towards Level 2. The manager is undertaking an early years degree course. The pre-school receives support from the Pre-school Learning Alliance and the local Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

All groups of children and their parents are welcomed warmly and given every opportunity to share in their children's experiences. Routines in place for security and safety are good. Although the management team shows a clear commitment to continuous improvement, the capacity to improve, at present, is satisfactory. Honeybeez Pre-school staff are very committed to the inclusion of all children.

What steps need to be taken to improve provision further?

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

- ensure that all assistants are skilled at using appropriate opportunities to engage the children in their chosen activity and move their learning forward
- improve planning and assessment by ensuring that all staff learn to identify the next very small steps of learning each child needs to make in order to make good progress and include those steps in planning.

The effectiveness of leadership and management of the early years provision

The management team work well together to ensure the smooth running of the pre-school. They are very keen to improve but have experienced considerable problems with staffing. There has been a high turnover of staff due to maternity leave. This has led to a slowing down of planned improvements from the last inspection because new staff members need training and considerable support while working. Children make sound progress.

Required policies and procedures, including safeguarding, are reviewed effectively and updated conscientiously. All staff are alert to any health and safety issues. Key workers have been appointed. Management has made a start on the formal self-evaluation form but, as yet, has not formally identified further areas that need improvement. Nevertheless, the team is very aware of what needs improving.

Partnerships with parents are good. Parents are given good quality information about the pre-school, and management ensures that parents from different backgrounds can access the information. Parents say how pleased they are with the progress their children are making. Those who speak English as an additional language praise the staff for ensuring their children are happy and making good progress in learning a new language. Initially, parents complete a questionnaire about their children's likes and dislikes. They are also asked for key words from their languages so that staff can meet the children's personal and social needs. Parents are invited to look through and sign their children's 'Learning Story' books as well as to stay in the morning and, perhaps, share a story book with their child. As a result, the children are very happy and settled.

Links with the early years local team are good with supportive visits. These visits encourage the management team to persevere with their efforts to enthuse all staff members to improve their practice. Links with the host school are satisfactory. The children visit the reception classrooms in the summer term for four sessions but there has been no exchange of information about, for example, how the school teaches letter sounds and number.

Resources are plentiful and easily accessible. Each of the three rooms used for learning is very well equipped and safe. Staff members display the children's work effectively and ensure that children's particular interests are used as a focus, such as stars of different sizes and colours. This builds children's self-esteem well. The accommodation is used thoughtfully to ensure children are able to explore freely and dictate their own pace and focus of activity.

The quality and standards of the early years provision and outcomes for children

Staff arrive early to prepare for the children's arrival. One of the management team greets the parents warmly and the children self-register. Any information about the children's welfare is carefully noted. Welfare is promoted well. Planning

and assessment are in place and a start made on completing the children's 'Learning Stories' that record the children's progress. Although staff members have had a go at recording what each child needs to learn next, they are not yet skilled enough to be able to identify the next very small steps each child needs to make to improve progress.

The children have a free choice and some move around confidently exploring the wide range of resources and equipment. A few go outside with an assistant and ride on the wheeled vehicles. She plays with the children and walks across a plastic zebra crossing to 'stop the traffic'. Tools are available and the children can 'mend' their vehicles. One child finds an insect and this encourages others to look for worms which they place in small viewing pots. They are fascinated by the way they twist about. Later in the day children enjoy making bubbles outside in the wind. Their bubbles fly away quickly and the children chase them laughing with glee. Safety is paramount during these sessions and assistants are vigilant ensuring all doors are secure. Risk assessments take place daily.

Snacks are available as soon as children arrive. They wash and dry their hands thoroughly before choosing fruit and water. They sit and chat together. Members of staff lead activities such as making cakes with play dough, singing nursery rhymes or using glue and brushes to make pictures and models. When assistants intervene skilfully, the children flourish and use all their senses to learn about the resources they are using. However, not all the assistants have the skills or understanding of young children's needs to enthuse and engage the children in order to move their learning forward.

A few children are independent and like to handle equipment on their own. They enjoy playing with the kitchen equipment or dressing up in the clothes available. The resources include many that reflect the wide range of the children's backgrounds. There is a good selection of books available in all three rooms and children enjoy browsing through them. Their behaviour is excellent.

Halfway through the morning the organisation changes and key workers lead their groups. It is tidy up time for the children and a good way for them to contribute to their community. It is an opportunity for key workers to note the children's progress in different areas of learning but not all do this. Children are encouraged to draw numbers in foam and enjoy the sensory feelings spreading it around the tray. Others are expected to identify the hidden musical instrument the assistant is playing. Although children in another group can identify small plastic squares, others find it difficult to name a circle. Overall, children's progress is sound and will contribute to the next stage of their learning.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met