

Honey Bees Pavilion

Inspection report for early years provision

Unique reference number	EY340714
Inspection date	29/01/2010
Inspector	Susan Andrews

Setting address	Enderby Cricket Pavilion, Mill Lane, Enderby, Leicester, LE19 4NW
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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).

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

The Honey Bees Pre-School Pavilion is one of two registered settings run by the provider. It opened in 2001 but was re-registered in 2006 when its joint proprietors formed Honey Bees Ltd. It runs from a cricket pavilion that can be accessed by all children. The pre-school has sole use of the premises when in operation, which includes a large playroom and associated facilities. The pavilion is located adjacent to the large playing field and there is a designated, enclosed outdoor play area. The pre-school is situated in the village of Enderby in Leicestershire.

A maximum of 30 children may attend the pre-school at any one time, which is registered on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. It is open each weekday from 9.15am to 3.30pm during term time. Children can attend various sessions. There are currently 67 children aged from two to five years on roll. Children come from the local community and nearby villages. The pre-school currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The setting employs 10 staff. Eight staff hold appropriate early years qualifications and one staff member is working towards a further qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs are met as staff have a secure understanding of the Early Years Foundation Stage (EYFS) and work closely with parents, carers and with other relevant agencies to promote children's welfare. They demonstrate a genuine desire to provide a welcoming and friendly setting for all, where children are happy and secure. Methods for tracking and planning for future learning are generally in place. Children progress in their development and are introduced to a range of interesting activities and resources that spark their interest, develop their independence and make learning fun. Well-established practices and procedures keep children safe and effective systems of self-evaluation and reflective practice clearly show a strong sense of commitment to drive improvement.

What steps need to be taken to improve provision further?

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

- review the methods of observation, assessing and recording children's progress, ensuring they identify how children are making progress across all six areas of learning and development and use this information more effectively, to build upon what children learn and to influence their next steps
- review the way story and picture books are displayed and accessed by

children, so they are encouraged to value and handle the books with care.

The effectiveness of leadership and management of the early years provision

The dedicated and experienced staff work effectively together with drive and enthusiasm to ensure the smooth day-to-day running of the setting. Recruitment and induction procedures ensure staff have relevant knowledge and experience and are suitable to be working with children. A strong commitment to keeping children safe is evident and children are well-supervised. Appropriate accident records are kept and all staff hold a current first aid certificate so they are able to respond positively should a child become unwell or injured. All required health and safety policies and detailed risk assessments are in place to identify and reduce potential hazards and these guide staff in ensuring that children's welfare is protected. Staff recognise the signs and symptoms of abuse and are aware of their duty regarding the procedures to be followed, should they have concerns about a child in their care. Records required for the safe and efficient running of a setting are well-maintained and reviewed on a regular basis, to ensure compliance with regulations.

Children access a stimulating learning environment with indoor and outdoor spaces used to create a variety of inviting and enjoyable play experiences. Effective methods, such as the key person system, are in place to ensure that relationships between staff, children and parents are secure. Information is shared to enable staff to care for children in relation to their individual needs, interests and their parent's preferences. Daily discussions, individual records and diaries are used to aid communication. Parents contribute to information that identifies children's starting points and they are kept well-informed about their children's progress. Staff maintain records of children's development which are shared informally and at planned times such as open days. The setting implements methods of involving parents and others involved in the children's care, such as health professionals and specialist workers. This ensures all are working together to help children reach their full potential and to support the identification and inclusion of any child with special educational needs and/or disabilities. Children who have English as an additional language are well-supported and are encouraged to access all activities, actively promoting issues of equality. Links with local schools are developed to aid a smooth transition as children move on in their education.

There is a positive culture of reflective practice in order to celebrate strengths and identify areas for development in the pre-school, to enhance and further develop this already good provision. Team meetings are used to discuss practice and share ideas and staff embrace training opportunities to extend their skills and knowledge for the benefit of the children, demonstrating a commitment to continuous improvement. The setting actively seeks and acts upon advice and support from relevant professionals. Parent's views are welcomed and valued, for example, by the use of questionnaires, a suggestion box and regular consultation.

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

Children enjoy their play and generally make progress in their development through the range of activities and experiences provided. A wide range of resources are freely accessible, promoting children's choice and independence as they self-select. Children build close bonds with their key workers and are confident in the presence of all staff. This is evident as they involve staff in their creative and imaginative play, for example, when involved in art and craft activities, in role-play pretending to make and drink a cup of tea, or shop and pay for goods in the pretend garden centre.

Staff observe and assess children during play and maintain written and photographic records of individual children's progress. From this they begin to identify children's interests, potential gaps in learning and next steps for children to work towards. However, staff are not always successful at aiming the activities skilfully at children's individual level of development. For example, when using scissors during art activities, nor do they seize every opportunity to fully extend children's skills across the six areas of learning. Staff take account of children's individual interests and provide a balanced programme of activities. Consequently, children are establishing a sound basis to their future skills. For example, they begin to use number names in simple action songs, show growing practical awareness of shapes and size as they build towers of bricks and construction toys. Children are showing interest in letters that form their name, they recognise labels on posters and displays around the room and often show an interest in shared books and stories. However, the practice of placing story and picture books amongst the bean bags and on the floor in the book corner, means that books get stepped upon and become damaged. Consequently, this does not encourage children to value and handle the books with care. The pre-school is proactive in encouraging daily fresh air, exercise and outdoor play for all children, in open playing fields and the safely enclosed, purposely designed, outdoor area. The spaces are used very well to incorporate wider learning areas and to promote positive outcomes for children. For example, children plant and grow flowers and vegetables in plant pots and their good health is maintained from daily opportunities to access the fresh air and exercise, where they can individually run, jump and balance or play together using the parachute or take turns in sack racing.

Stringent cleaning routines are followed and the setting maintains good standards of hygiene, encouraging children to understand the importance of washing their hands after using the toilet and before eating their meals. The setting has taken steps to produce an information leaflet for parents as a guide to healthy eating. Drinks of water, juice and milk are freely available so that children remain well-hydrated. Parents provide the lunchtime meal for their children and nutritious snacks, such as raw vegetables, oranges, grapes and pancakes are provided by the pre-school.

Staff implement a range of positive methods to help children understand appropriate behaviour, such as using clear explanations, encouragement and

praise. As a result, children know what is expected of them, behave well, take turns when playing with the toys or using the computer and they are beginning to understand how their behaviour affects others. Good use is made of information from parents, captured in the 'all about me' books. Staff are then able to discuss with children details of recent events, other family members and experiences in their lives to help children feel recognised and valued as individuals. A range of books, posters, wall displays and small world figures that reflect positive images of the wider society are used to help children to value diversity. They take part in a variety of food tasting activities and engage in celebrations for a selection of special events and festivals. Photographs of the village are displayed and trips in the local area enable children to make sense of the world and their place within it.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2
The extent to which children develop skills for the future	2

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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