

# Honeypot Pre-School

Inspection report for early years provision

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**Unique reference number**

EY280582

**Inspection date**

01/04/2010

**Inspector**

Andrew Clark

**Setting address**

Charles Baines Community Primary School, Baines Road,  
Gainsborough, Lincolnshire, DN21 1TE

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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**

Honeypot pre-school opened in 2004 and is run by a committee. The setting operates from a separate classroom in the grounds of Charles Baines Primary School in Gainsborough. It is on the ground floor and has full access. The setting supports children with special educational needs and/or disabilities. A maximum of 16 children aged from two to five years may attend in any one session. There are currently 32 children on roll. Of these, 32 children are in the Early Years Foundation Stage, of which 27 are in receipt of funding for nursery education. The sessions run from 9.00am to 12.00pm and 12.30pm to 3.30pm five days a week, term time only. The setting is registered by Ofsted on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

There are six members of staff. The manager and deputy hold level three qualifications and all other staff hold a least a level two. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The manager and her deputy provide experienced and enthusiastic leadership and the setting has a good capacity for further improvements. This is an inclusive setting and staff provide skilled support for children with special educational needs and/or disabilities. Children of all abilities achieve well and the setting has a good capacity for continuous improvement. The needs of children in the early years are met well.

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

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

- improve self evaluation procedures to more closely reflect common strengths and weaknesses in the progress made by all children
- improve the opportunities to promote all areas of learning through outside play.

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

The quality of leadership and management is good. The managers work in close cooperation with the host school and the local authority to ensure good quality of provision and to support improvement. All staff share a strong ambition to provide high quality early years provision and this is reflected in their commitment to developing their professional qualifications and involvement in improvements to the environment. Self evaluation procedures are good and reflect the views of staff, parents and children. There are good procedures for monitoring staff's

interaction with children and their impact on learning. As a result, all staff are successful in driving improvements. However, whilst assessment procedures are good, procedures to track the common strengths and weaknesses in the progress of all children across the setting are less well developed. This limits achievement at the highest levels of consistent improvement. Staff have clear roles and responsibilities and contribute well to the smooth running of the setting. They are well qualified and experienced in supporting children with special educational needs and/or disabilities and this contributes to the promotion of good equality and diversity.

Children's welfare is a high priority for all staff. Procedures for safeguarding and to ensure all staff are suitable to work with children are good. Staff ensure that the premises are safe and secure through regular risk assessments. There are robust and secure procedures to promote good behaviour and for the administration of medication and recording accidents and injuries.

The engagement with parents and carers is outstanding. There are very well planned induction procedures to ensure children quickly settle in and are ready to benefit from everything the setting has to offer. Parents and carers find staff are approachable and welcome the flexible approach to meeting their needs. They receive an excellent range of information about their children's progress through the attractive and very useful 'Special Books'. Parents and carers' views are regularly sought and influence the settings future planning. The setting has good links with other local providers and benefits from sharing resources and staff expertise with the host school.

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

The classroom is vibrant and colourful. Children are engaged and busy from the moment they walk in the room. They take responsibility for many aspects of their own learning throughout the day. Children start the day with a lively registration activity which contributes well to their listening and other learning skills. They are involved in planning their activities at the start of the session and discussing their success at the end. This 'Plan, Do, Review' contribution encourages children to make a positive contribution and develop good future learning skills. There is a good balance between activities that all children choose for themselves and those they are guided towards by adults. This encourages children to develop independence and self confidence. Children make good progress because the setting is skilfully tailored to meet the needs of children of all abilities. The staff make regular and frequent observations of children's learning and use the information well to track their individual progress and plan for future learning. Early mark making and counting skills are encouraged through well planned role play activities, games and songs. Children thoroughly enjoy their learning and achieve well. Staff question children well to deepen their understanding and provide good guidance by joining in their play. Children feel extremely safe. The premises are secure and children relate very well to all adults. This is a result of the setting's very strong links with their parents and the consistent kindness and care of all staff. Children handle equipment, such as cutting tools, very well. They

learn how to keep safe when they are out and about through the setting's good use of visitors and visits. The promotion of children's healthy lifestyles is outstanding. There are regular and frequent opportunities for children to engage in planning and preparing healthy snacks. Children have a very good understanding of what constitutes healthy food because staff question children very well whilst making stews and soups. They grow and eat their own fruits and vegetables. The outside area has recently been improved and resources are being further developed but do not fully reflect the range of learning opportunities available inside. Snack and meal times are social occasions and staff have very high expectations for children's hygiene. This is supported by detailed regular communication with parents and carers. The setting encourages children's good positive contribution through resources and images reflecting different cultures and diversity. Children with a special educational need and/or disability are fully integrated into the setting and their progress is carefully tracked.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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