



The Honey Bee Pre-School

Inspection report for early years provision

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| Unique Reference Number | EY296940 |
| Inspection date | 30 November 2005 |
| Inspector | Marie Thompson |
| Setting Address | 2A Valantia Road, Off Oxford Road, Reading, RG30 1DL |
| Telephone number | 0118 957 2318 |
| E-mail | |
| Registered person | The Honey Bee Preschool |
| Type of inspection | Integrated |
| Type of care | Sessional care |

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

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

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Honey Bee pre-school opened in 2004 . It operates from two large rooms in a community building in Reading. There are rooms for messy and quiet activities, toilets and an outdoor area. The pre-school serves families from the local community and the surrounding areas.

There are currently 14 children from 2 to 5 years on roll. This includes 8 funded 3-year-olds and 4 funded 4-year-olds. The children attend a variety of sessions. The

setting supports children with special needs and those who speak English as an additional language.

The pre-school opens 5 days a week during school terms. Sessions are from 9:30 until 13:30 hours from Monday to Thursday, and from 9:30 to 12:00 hours on Friday.

There are three staff members and several volunteers who work with the children. Three members of staff have a recognised early years qualification. Two members of staff are on training programmes and three members of staff hold a current first aid certificate.

The setting receives support from a Local Authority advisor. The group offers sessions in Arabic.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The provision to help children be healthy is good. Children develop very well because staff follow effective procedures and practices which meet the children's physical, nutritional and health needs. The good adult support and guidance helps children gain good understanding of hygiene, who are eager to become independent in their personal care.

Children develop physical control in daily indoor and outdoor experiences. Staff have keen knowledge of the Birth to Three Matters framework, and their very good understanding of each child's stage of development means that the youngest children are confident to try out new skills, ask for help when needed and set their own limits in a safe environment. The 2-year-olds are excited when they successfully jump through plastic hoops without adult help. The older children develop a positive attitude to physical exercise. They look forward enthusiastically to the challenges of a range of physical education activities on Friday. However, they do not have easy access to drinking water throughout the session.

Children enjoy fresh Organic fruit and vegetables at snack time. They are encouraged to take turns to prepare the table for snack time. However, they do not develop their independence skills further by serving the snacks to one another. Lunch club meals are well balanced and take account of the individual and cultural needs of all children. The older children are about to talk about good food and bad food. Good levels of parental involvement contribute to the children's understanding of a healthy lifestyle. Children are encouraged to help in the preparation and clearing up at snack time, which develops their sense of responsibility and pride in their surroundings.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The provision to protect children and help them stay safe is good. Risks of accidental injury to children are minimised because staff are vigilant and use thorough risk assessments to reduce most potential hazards. However, not all sockets are covered in the upstairs room.

Staff have good understanding of how to achieve a balance between allowing freedom and setting safe limits. They also understand how to involve children effectively in organising their environment. This allows children to acquire some sense of danger and knowledge about how to protect themselves from harm. Good routines and gentle reminders help children learn about safety within the setting. Staff are vigilant of the children's safety at all times. The premises are very secure and there are good procedures in place to prevent unwanted visitors from gaining access.

Children feel confident and secure in their environment through good deployment of staff working directly with the children. Children use equipment which is of a good quality and appropriate to their age and stage of development. Those learning English as an additional language are safe and fully included because of the sensitive adult support and well-planned resources and activities. Regular communication with parents contributes to the children's safety.

Children are very well protected by staff members who have a clear understanding of child protection policies and procedures and who give high priority to the children's welfare.

Children's development and well-being is effectively promoted through the well organised space. They have a good range of accessible toys and resources, which help them to develop their own ideas in their play and learning. The extensive range of safe and well-maintained furniture, equipment and resources meets the varying development needs of the children attending the setting.

Helping children achieve well and enjoy what they do

The provision is good.

The provision is good. Children enjoy their time in the pre-school. They achieve well because staff are skilled and use their understanding of early years guidance, such as the Birth to Three Matters framework and the Foundation Stage Curriculum, to provide quality care and education.

All children arrive happy and are eager to participate. Those who are new to the pre-school are helped to settle by staff who are sensitive towards their individual needs. The youngest children make good progress because staff recognise the uniqueness of each child. Close and caring relationships increase the children's sense of trust and help them develop a strong sense of self.

Children are interested in activities and involved in their learning. Practitioners know children well and talk to them about their family and what they have been doing at home. This interaction, and the implementation of a successful key worker system, helps to secure relationships between children and staff, developing a strong sense of trust.

Children are adept in their physical skills. They move confidently between indoor and outdoor areas. They have good co-ordination and awareness of others, particularly when riding bikes and wheeled toys. Children take part in a range of activities in all areas of learning, which help to develop their fine and gross motor skills. They are able to control pencils, scissors and paintbrushes in various activities, thus developing their manipulative skills. The staff recognise the value of play in children's development and they introduce a range of experiences, enabling all children to learn to play and work together, in large and small groups as well as independently.

Nursery Education

The quality of teaching and learning is good. Children make good individual progress because practitioners have a secure understanding of how children learn effectively, and use the playing activities they have chosen to extend their learning. They adapt questioning techniques according to age and ability, and they implement a various teaching methods to introduce exciting activities and experiences to all the children. Practitioners encourage children to lead their own learning and this is successfully achieved by a well developed routine, with a good balance of child and adult initiated activities.

Children are keen to learn. They concentrate well, showing good perseverance with activities. They co-operate and negotiate roles when acting out their imagined ideas in role-play. They also value one another's ideas.

Children listen with excitement to stories and are encouraged to interact through discussion, questions and comments about the text and pictures. Children independently use a range of tools and materials and freely access a variety of resources from the 'mark-making' table, which they use to represent their own ideas, such as writing letters or numbers during their play.

Children gain confidence in using numbers through action songs, such as Five Current Buns and Five Little Speckled Frogs. They confidently use some mathematical language and there is visual reinforcement through number and shape posters around the room. However, all areas of maths development could be explored in greater depth, in particular weight, measures and quantity. The activities provided have the potential to increase the children's mathematical development, providing the staff do not miss the opportunity to do so.

Effective use is made of time and resources to provide children with opportunities to engage in physical activities, including dance, musical movement, creative exploring using a wide range of media such as paint, corn flour, water, and sand. They learn about themselves and their families through discussion and through topic work. They talk about their local community and about the wider world, as they enjoy summer excursions to Beale Park or walks around the nearby areas.

Practitioners observe and monitor the children's progress regularly in a variety of ways and this is used to identify individual targets for children to work towards each half-term. A realistic expectation of children and good individual knowledge helps them to consolidate their learning before moving onto the next stage. The curriculum, therefore, is tailored to children's individual needs and abilities. This ensures that

effective support and sufficient challenges are provided to help children achieve their individual potential.

The setting meets the needs of the range of children for whom it provides.

Helping children make a positive contribution

The provision is good.

The provision to help children make a positive contribution is good. All children are welcomed and play a full part in the pre-school because the staff value and respect each child's individuality and family context. Their behaviour is good. Staff support younger children in sharing and taking turns. They have high expectations and set consistent boundaries for the 3 to 5-year-olds. This helps them learn to negotiate with others and to take responsibility for their own behaviour.

The play and education provision is organised and monitored well to ensure that the children have access to the full range of indoor and outdoor activities. All toys and resources, including the home corner, the dressing up area and the book shelves, are at a low level and are amenable to children. The children's understanding of right and wrong is increased as they respond to gentle reminders to care for their environment, the pre-school resources and each other.

Children have a range of opportunities to learn about themselves, each other and the world around them through planned activities, visitors to the pre-school and outings to local places of interest, such as the library and walks around the local area to look at the different shops and window displays. Children learn about themselves and the wider world through planned activities and discussions, about some cultural festivals for example, which help them understand and value the similarities and differences between themselves and others. Although the children's work is attractively displayed around the pre-school, cultural representation is not equal. Spiritual, moral, social and cultural development is, however, fostered.

Although there are currently no children with special needs attending the pre-school, the manager demonstrates sound knowledge of the fundamental principals of the Code of Practice. There are good systems in place to support children who have special needs. Close liaison with parents and outside agencies would ensure that all the children's needs are well planned for and met.

Children benefit a lot from staff who adopt a consistent and positive approach to behaviour management. They become aware of the pre-school's routines and procedures and know what is expected of them through response to the routine changes in the day. Children are given clear guidelines, know the routine well and are encouraged to take care of the environment. Honey-Bee, the pre-school mascot, encourages the children to know right from wrong. They are sensitive to the needs of others, share toys and resources readily and co-operate with each other.

Partnership with parents is good. Parents contribute to children's well-being in the pre-school. Their views about the children's needs and interests are actively sought before the children start attending the setting and on a regular basis throughout the

time they spend there. Staff ensure that all parents know how the children are progressing and developing. A clear and informative notice board, with relevant and up-to-date information, is accessible to all parents. The open door policy for parents to speak to staff informally on a daily basis works effectively. This is reinforced through newsletters and parents' evenings. Parents are informed well about the routines, curriculum and all aspects of the pre-school.

Organisation

The organisation is good.

The organisation of the provision is good. The children's care is significantly enhanced by the pre-school's good organisation. The premises are well organised. Indoor and outdoor space is laid out to maximise the children's play opportunities.

The children's care and learning is reinforced by the effective deployment of staff and the good leadership and management of the nursery education. Staff members working with the children are enthusiastic, knowledgeable and consistently promote the children's well being in line with the comprehensive policies and procedures. They demonstrate very good knowledge and understanding of the Standards of Full Day Care and of the Foundation Stage. All relevant documentation is in place, maintained to a very good standard and is reviewed regularly.

Staff observe the children's development and learning, and keep detailed records that help meet their needs. The children's records are openly shared with parents and their contributions are valued.

Staff demonstrate a clear understanding of their roles and responsibilities with relevant induction procedures and opportunities to receive further training. This is used to help develop their skills in organising a provision that meets the children's needs.

Leadership and management is good. The manager is enthusiastic about the pre-school and early years. The team members, therefore, work effectively together and are happy. The children feel safe and secure in their environment and make good progress towards the early learning goals.

The manager, and her team's, vision of the quality of early years care and education is evident through its aims and through the good relationships with children, parents and carers. It has a positive impact on the children's learning. There is a strong commitment to staff improvement, training and development, which enhances and maintains the very good care, learning and well-being of the children.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not Applicable.

Complaints since the last inspection

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 record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- organise snack time to allow children to further develop their independence skills by serving snacks to one another
- ensure children have access to drinking water at all times
- ensure all sockets are covered in the upstairs room
- ensure the balance of cultural representation is equal

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- provide opportunities to develop all areas of mathematics, in particular, weight, measure and quantity

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