



Office for Standards
in Education

DAY CARE INSPECTION REPORT

URN 148853

INSPECTION DETAILS

Inspection Date 14/10/2003
Inspector Name Elly Bik-Kuen Wong

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Honey Beez Pre-School 2
Setting Address Bassett Green Primary School
Honeysuckle Road, Bassett
Southampton
Hampshire
SO16 3BZ

REGISTERED PROVIDER DETAILS

Name The Committee of Honey Beez Pre-School 2

ORGANISATION DETAILS

Name Honey Beez Pre-School 2
Address Bassett Green Primary School
Honeysuckle Road
Southampton
Hampshire
SO16 3BZ

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care. When making judgements, inspectors have regard to how well the provider meets the National Standards for under Eights Day Care and Childminding. A list of these is attached. The report identifies strengths and areas for improvement.

This inspection report must be made available to all parents.

Information about the setting

Honey Beez Pre-school has been opened since 1996. It operates from within Bassett Green Primary School, Southampton, and serves the local community in Bassett Green and Bassett. It is managed by a voluntary parents' Committee.

There are currently 36 children from 2 to 5 years on roll. The policy is to take a small number of two year olds from the beginning of the term in which their third birthday falls. There are 27 funded 3 year olds and 1 funded 4 year old. The Pre-school is separated into 2 groups of up to 18 children each. Children attend for a variety of up to five sessions a week.

Honey Beez Pre-school includes children with special educational needs (SEN) in liaison with the Primary School. Every afternoon up to four places are available for SEN children, with the School employing two extra SEN play workers. The Special Educational Needs Co-ordinator works with the children and advise the play workers. The pre-school cares for children who speak English as an additional language.

The pre-school opens during term time from Monday to Friday, for ten sessions a week. Opening hours are from 09:15 to 11:45 and from 12:45 to 15:15. There are two full-time leaders and five part-time staff. Each session four to five of them work with the children. Six of them have early years qualifications. One helper is working towards a relevant qualification. All staff are undertaking various short courses during the year.

The pre-school receives support from the Pre-school Learning Alliance and the Early Years Development and Childcare Partnership.

How good is the Day Care?

Honey Beez Pre-school provides good quality sessional care for children.

The pre-school is well established with an experienced and suitably trained staff team. It has close links with Bassett Green Primary School and the local community. The Pre-school provides a warm and welcoming, as well as safe and secure, environment for children. The premises are spacious and well resourced with a wide range of equipment for children's care and learning. The staff provide children with close personal attention to make them feel secure and confident. Within the staff

team there is considerable expertise in caring for children with special needs. There is an adequate operational plan, though procedures for inducting staff can be further improved. Most paper work is in place, but some needs updating and greater details.

The staff are safety conscious and supervise children closely. They implement good hygiene procedures and also teach children about them through the daily routine. Children's health and dietary requirements are respected, and staff provide children with varied and healthy snacks during each session.

The staff interact well with children. They listen and talk to children; praise and value them. They are also pro-active in meeting individual needs, and including a range of abilities in play and learning. The staff provide a wide range of stimulating activities, appropriate to children's level of maturity and ability. Children are able to access toys easily, and are encouraged to make own choices about play.

The staff use positive behaviour strategies and are skilled in handling a range of behaviour. Children's behaviour is good. The staff are very aware of children's different needs and abilities, and they respect their differences, while treating each child with equal concern. The staff team have close, warm relationships with parents, and keep them well informed of their children's progress.

What has improved since the last inspection?

The action plan of achieving relevant staff qualifications has been completed since the last inspection. One of the two joint leaders has since obtained the Diploma in Playgroup Practice (DPP), and now both leaders and the new deputy are all qualified to the level 3 standard. All the assistants except one have relevant qualifications in childcare too.

What is being done well?

- The pre-school appears to be well run, with clear procedures, a generous staffing ratio, and extra administrative support. The staff are experienced and committed to training. They are also pro-active in meeting individual needs, and work with a wide range of abilities. There are designated play workers who organise inclusive play, and most staff possess skills including sign languages, for working with children with developmental delay/special needs.
- The staff interact well with children. They also provide interesting activities where children can play imaginatively during role play and other activities. Children can access toys easily and make own choices about play. They are happy and engrossed in their activities.
- The premises are safe and secure, and the space is used effectively, for example, the corridor immediately outside the play rooms is suitable for physical play and large construction floor play. The pre-school is well equipped with age appropriate toys and other resources, including those for promoting positive images of diversity.
- The staff praise and value children. They reward good behaviour and give children consistent boundaries. They respect them as individuals, and treat

them with equal concern. They are skilled with handling a wide range of behaviour.

- The staff care for the children in a safe and secure manner. They also give high priority to implementing good hygiene procedures, and they help children to learn about them through the routine of hand washing.
- The staff have good relationships with parents and close links with the local community. They keep parents well informed verbally, and through newsletters, social events and meetings. They provide varied and healthy snacks, and help parents to meet dietary, health and other requirements. Parents feel welcome to discuss their children's progress with key workers and other staff. Care / play plans and diaries are kept for children with special needs.

What needs to be improved?

- procedures for inducting staff and keeping records of their induction; (Standard 2)
- documentation, such as the fire emergency plan; consent for seeking emergency medical advice / treatment; records of medicines; and parents' handbook, to include more relevant details; (Standard 14)
- accessibility and availability of policies and procedures, to those who work directly or indirectly with children. (Standard 14)

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	improve procedures for inducting staff and keeping records of their induction;
14	improve documentation to include more relevant details, such as the fire

	emergency plan; consent for seeking emergency medical advice / treatment; records of medicines; and parents' handbook;
14	ensure that policies and procedures are readily available to those who work directly or indirectly with children, such as committee members.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.