



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 143114

DfES Number: 513697

INSPECTION DETAILS

Inspection Date	07/10/2003
Inspector Name	Bridget Copson

SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	The Honeypot Pre-School
Setting Address	32 Fairmead Road Yeovil Somerset BA21 5SE

REGISTERED PROVIDER DETAILS

Name	The Committee of The Honeypot Pre-School
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ORGANISATION DETAILS

Name	The Honeypot Pre-School
Address	32 Fairmead Road Yeovil Somerset BA21 5SE

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

The Honeypot Pre-School is a committee run facility which opened in 1990 to provide activities for children of services families based at nearby RNAS Yeovilton. Since then it has changed its admissions policy to welcome all children from the community. It has sole use of a chalet bungalow on a married quarters estate on the outskirts of Yeovil. The accommodation has been skilfully converted to provide three playrooms, toilet, Outside there is an excellent outdoor play area offering different activities and permanent play equipment.

The pre-school is registered to provide sessional care for 14 children between two and five years of age. It is open Monday to Friday term time only from 09.15 until 12.00 and on Tuesdays and Wednesdays from 13.00 until 15.45.

The pre-school is registered to receive funding for three and four year olds. There are currently 22 children on roll, three children aged three in receipt of funding. There are no four year olds in receipt of funding. There are no children attending with special education needs and no children with English as an additional language.

The pre-school employs three members of staff and a manager. The manager is very experienced in child care, and has both early years and teaching qualifications. The deputy has a level three qualification. The group receive support and guidance from the Early years Partnership.

How good is the Day Care?

The Honeypot Pre-school offers good quality care for children.

The team of staff all work efficiently according to their clear operational plan. On going assessment of staff training and development needs ensures they regularly attend training opportunities to update their knowledge and skills. The staff offer a warm and welcoming environment for parents and children within a clean, bright premises. They have a good understanding of safety issues and have measures in place to keep children safe and secure at all times. Staff supervise children well

whilst allowing them to develop independence. Good health and hygiene is promoted well through daily routines and educating children about self care and personal hygiene.

The children enjoy a very good range of play provision and special activities to promote all areas of development and learning for all age groups. Toys are stored at children's level in trays which are labelled with both words and pictures to encourage independent access. The children make very good use of the excellent outdoor play area which offers a wealth of experiences and activities. The children are confident, interested and developing good independence. They behave well and are learning to respect others. The staff interact with enthusiasm and interest, demonstrating a clear enjoyment of their work. They initiate discussion in all activities and encourage children to think and question. The staff treat all children with equal concern and ensure appropriate challenges and resources are available to meet the individual needs of all children.

The parents are provided with comprehensive information about all aspects of the provision. The staff work closely with parents and encourage them to get involved. Documentation is reviewed annually and available to parents. The presentation of some information, however does not guarantee confidentiality.

What has improved since the last inspection?

Not applicable

What is being done well?

- The pre-school makes good use of staff, space and resources to ensure children enjoy a well organised, smoothly run session.
- The children are confident and developing good independence. They access resources with interest and curiosity.
- The staff interact with interest and enjoyment, demonstrating a clear enjoyment of their work. They initiate discussions in all activities, encouraging children to think and question.
- The pre-school offers a very good range of play provision and special activities to promote all areas of development and learning. Careful consideration has been given to how toys are stored to encourage free choice and easy access.
- The staff treat all children with equal concern. They have effective systems in place for meeting children's individual needs.
- The children behave very well. The staff promote good behaviour through acting as good role models and educating children to respect each other.

An aspect of outstanding practice:

The children make very good use of an exciting, safe outdoor play area. It offers an extensive range of activities and experiences including studying wildlife, growing, tending and then cooking vegetables, caring for plants and monitoring their growth

and change. Children explore scientific concepts with flat and concave mirrors and measuring charts. They use real tools and materials in a work shop. Children use interesting large and small scale equipment to develop physical skills and hand to eye co ordination. There is a play house with imaginative resources to encourage role play in the outdoor environment.

What needs to be improved?

- record keeping, to ensure confidentiality is maintained with all records relating to children

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
12	Ensure confidentiality is maintained with all records relating to children.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The Honeypot Pre-School offers high quality provision which helps children make very good progress towards the early learning goals. Children are confident, extremely well behaved and form very good relationships with staff and each other.

Teaching is very good. Staff have a clear understanding of the early learning goals. They plan and implement a broad range of stimulating activities that promote development in all areas of learning. Further consideration could be given to the opportunities for children to calculate. Staff develop excellent relationships with children, they present as enthusiastic, positive role models, and use consistent methods to encourage children to behave well. They know the children well as individuals through positive conversation and regular observation. Staff make very good use of time and the excellent resources available. They communicate well as a team. Good organisation contributes to children's access to activities, and developing their independence.

Leadership and management is very good. Staff have clear roles and responsibilities, they work well as a team. The committee is confident in the Supervisor to manage the day to day running of the setting. Staff are encouraged and supported in attending training to develop their roles.

Partnership with parents is very good. Parents are provided with clear information about the setting through a comprehensive prospectus, notice board, newsletters and regular interaction with staff. Parents are encouraged to be involved in their child's learning through contributions to topic work such as the 'White' board.

What is being done well?

- Children's personal, social and emotional development is very good. They are confident, co-operative and interested. Children develop very good relationships, and are extremely well behaved.
- Teaching is very good. Staff provide a wide range of interesting activities and experiences that promote children's development in all areas of learning, particularly Knowledge and Understanding of the World. Children can easily access activities that develop skills in using their senses to explore and investigate. The imaginative outside area provides regular stimulating experiences across all areas of learning.
- Good communication, and partnership with parents helps to support the children's learning.
- Staff's clear roles and responsibilities, in association with good organisation and communication contribute towards effective team work.

What needs to be improved?

- There are no significant weaknesses noted. However, children's development in maths could be enhanced through increasing opportunities for them to calculate in everyday situations.

What has improved since the last inspection?

The pre-school has made very good progress since the last inspection.

Children learn rhymes through stories and songs. Staff encourage children to participate and say the rhyming word to finish a line, or a word that sounds the same.

Children use technology well to support their learning. Staff provide opportunities for children to use technology in real situations such as the microwave at snack time and digital scales during cooking activities.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They form excellent relationships with staff and each other. Children are confident and extremely well behaved, they know the routine and what is expected of them. Children are developing skills in independence and co-operation through daily activities such as snack time and tidying up. They are interested in their activities and keen to learn, they select activities and resources for themselves from the stimulating range which is easily accessible.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are making very good progress. Their language for communication is developing well, they are confident in conversation and use language to describe and explore experiences. Children are learning to recognise their own name through the self registration system. They are developing writing skills. Staff create daily opportunities for children to write, some children write their own names independently. Children enjoy stories, they concentrate well and join in to predict and recall.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. Children confidently count in familiar contexts, such as children present, chairs, or pictures. They count as a group, and individually up to nine. Staff provide many opportunities for children to see numerals through displays, equipment and planned activities. Children are learning shape, size and comparative language through planned and every day activities. Staff plan topics such as 'Shapes', and regularly encourage children to make comparisons.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are making very good progress. Staff provide many interesting activities, allowing children to explore and investigate using their senses, including cooking, craft, technology board and the stimulating outside area. Children are developing a good sense of time and place through topics such as 'Autumn', planting, local walks, and visits to a farm. Children learn about how other people live through interesting role play such as 'Going around the World', displays, and play equipment.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are making very good progress. They move around with confidence and co-ordination, showing an awareness of others. Staff promote their development with planned and everyday activities such as action rhymes, music and movement, 'Funfit' reward scheme, and responsibilities at snack time. Children are increasing their skills in using an extensive range of tools and equipment, both inside and out. Staff arrange equipment well to allow children to use resources independently.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are making very good progress. Children enjoy learning new songs. They delight in joining in the actions while they sing. Staff provide many opportunities for children to express themselves using a wide range of media and materials. Children enjoy making pictures at the easel with paint, or using chalk boards, creating collage, and making models from dough and clay. Staff organise resources well to allow children to extend their own creativity.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT

There are no significant weaknesses to report, but considerations should be given to improving the following:

- There are no key issues to report. A point for consideration is to increase opportunities for children to calculate in everyday situations.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

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.