



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN EY264075

DfES Number:

### INSPECTION DETAILS

Inspection Date	03/11/2004
Inspector Name	Jennifer Devine

### SETTING DETAILS

Day Care Type	Sessional Day Care
Setting Name	Honeypot Pre-School (Group 2)
Setting Address	Stanmore Chapel Nelson Road/Marsh Lane Stanmore Middlesex HA7 4HP

### REGISTERED PROVIDER DETAILS

Name	The Committee of The Committee Honeypot Lane Playgroup Association 303060
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### ORGANISATION DETAILS

Name	The Committee Honeypot Lane Playgroup Association
Address	140 Cheyneys Avenue Edgware Middlesex HA8 6SE

## 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

Honeypot Pre School (Group two) is one of two pre schools run by Mrs Prussia. It opened in April 2003 and operates from Stanmore Chapel Church Hall. It is situated near Stanmore Village. A maximum of 20 children may attend the pre school at any one time. The pre school is open each week day from 09:15 to 12:00, term times only. All children share access to a secure outdoor area.

There are currently 32 children from two years six months to three years on roll. Of these, eight children receive funding for nursery education. Children come from the catchment area of Stanmore. Once the children are over three years of age they move onto the other pre school group one, which is in walking distance.

The pre school employs five full time staff. Four of the staff, including the manager hold appropriate early years qualifications.

### How good is the Day Care?

Honey Pot pre school group two offers good care to children.

The pre school is well staffed, with over half the staff holding relevant childcare qualifications.

Staff have a thorough understanding of ensuring children's safety in the pre school. They have a good understanding of maintaining hygiene practises within the pre school environment to prevent the spread of infection. They have a good understanding of the indicators of child abuse and the reporting procedures for child protection. Staff have a good awareness of providing a healthy and nutritious diet.

The staff team have a very good understanding of providing a range of interesting play activities. They work closely with children providing good support and challenges to develop children's thinking and understanding. The staff have consistent methods in place to deal with behaviour management. Appropriate procedures are in place to support children with special needs. Appropriate

procedures are in place to support children with English as an additional language but practise could be enhanced by ensuring signs or displays represent key languages of children attending.

The nursery has good relationships with parents. It is very welcoming and has good procedures in place to ensure parents receive regular informal and formal feedback. Appropriate systems are in place to record all required information. All policies and procedures are in place but need updating to ensure information is current and relevant to the group.

<b>What has improved since the last inspection?</b>
N/A

<b>What is being done well?</b>
<ul style="list-style-type: none"><li>● Staff have a very good understanding of providing appropriate activities to encourage children's development.</li><li>● Staff work closely with children providing good support for their learning.</li><li>● The staff have a positive approach to working with parents and keep them informed about their child's progress on a daily basis.</li><li>● Staff have a good understanding of ensuring hygiene practises are maintained to prevent the spread of infection.</li></ul>



<b>What needs to be improved?</b>
<ul style="list-style-type: none"><li>● ensure all policies and procedures contain updated current and relevant information.</li></ul>



<b>PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)</b>
N/A

<b>Outcome of the inspection</b>
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
14	Ensure all policies and procedures are updated so that information is current and relevant.

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

### **How effective is the nursery education?**

Honey Pot Pre School (Group Two) offers good quality nursery education where children are making very good progress in personal, social and emotional, mathematical, physical and creative development. In the other two areas children are making generally good progress towards the early learning goals.

Teaching is generally good. Most staff have a sound knowledge of the foundation stage which enables them to plan a range of appropriate and interesting activities. All staff work closely with the children to encourage their learning but some staff need to develop questioning skills to extend children's language and thinking. Staff observe and assess children's development and record achievements but need to further develop methods for clearly identifying achievements and how to help children move on in their learning. There are currently no children with special needs attending but appropriate systems are in place. Satisfactory procedures are in place to provide support for children with English as an additional language, but this could be enhanced by providing displays in other key languages.

Leadership and Management is generally good. The owner/manager oversees the running of the two groups and provides a supportive role model to staff. There is strong commitment to staff development and encouragement to attend further training. The manager has a good understanding of the foundation stage and has worked hard to develop planning methods. The manager is aware of needing to further develop assessment and evaluation methods.

Partnership with parents is very good. The setting is welcoming and staff are approachable. Parents receive regular information on the curriculum through newsletters which enables them to be involved in their child's learning. Parents meetings are held regularly to enable parents to discuss their child's progress with the key worker. Parental participation is actively encouraged within the group.

### **What is being done well?**

- Children have very good opportunities to develop their imagination and creativity in art and design.
- Children have very good opportunities to develop their social skills and are beginning to work well together in small groups.
- Children are provided with a good range of practical activities to develop their mathematical thinking.
- Staff have a generally good understanding of the early learning goals and provide a well balanced stimulating environment.
- There is very good partnership with parents and good quality information keeps them well informed.

What needs to be improved?
<ul style="list-style-type: none"> <li>● systems for assessment and evaluation to ensure staff can clearly identify children's achievements and help them move on in their learning</li> <li>● staff's understanding of how to extend children's vocabulary and thinking skills</li> <li>● displays or signs to be written in other key languages</li> <li>● the book corner to be made more attractive, with books being well presented to encourage children to respect books.</li> </ul>

What has improved since the last inspection?
N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are curious, motivated to learn and persist at chosen activities for extended periods of time. They have generally good relationships with adults and are beginning to show an understanding of working together as a group, developing their sharing and turn taking skills. They are developing a secure sense of right and wrong. Children have good opportunities to develop their self help skills such as at snack times and are able to select a range of creative resources and work independently.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are beginning to listen with enjoyment to stories and group discussions. They extend their imaginative thinking through well resourced role play situations. Children are generally confident speakers and are building up a range of vocabulary. There are generally good opportunities to link sounds with letters. Children attempt to mark make for a variety of purposes. They are interested in books and beginning to understand print carries meaning but books are not attractively displayed.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are beginning to use and recognise numbers during play and can confidently count to five and over. They are beginning to understand simple addition and subtraction when singing number songs. There are good opportunities for children to begin to solve mathematical problems such as when measuring, weighing or sorting objects. They use mathematical language such as big and small when selecting a range of shapes to construct models.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to learn about past and present events in their lives, such as topics on ourselves. They are involved in investigative and exploratory activities such as using magnifiers to study autumn leaves. They are beginning to find out about the natural world and the local environment with topics such as Autumn and walks to the park to look at seasonal changes. There are some opportunities to develop technological skills with calculators or toy telephones.

**PHYSICAL DEVELOPMENT**

Judgement:	Very Good
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Children are beginning to move around with increasing control and show an awareness for space. They have very good opportunities for daily physical exercise using a range of equipment. They are developing an understanding of the importance of staying healthy. Children use tools and equipment with confidence and are developing good fine motor skills when using scissors, sticking, playing with play dough or painting activities.

**CREATIVE DEVELOPMENT**

Judgement:	Very Good
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Children have very good opportunities to independently explore a range of creative media such as sticking, cutting or gluing. They have good opportunities to use and develop their imagination in well resourced role play. There are good opportunities for regular singing sessions and to develop their recognition of sounds with musical instruments being freely available.

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



### **OUTCOME OF THE INSPECTION**

The provision is acceptable and is of good quality overall. Children are making generally 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: THE KEY ISSUES**

- develop assessment and evaluation methods to enable staff to clearly identify children's achievements and help them move on in their learning
- improve the quality of teaching to ensure all staff have a sound knowledge of talking with children to extend their vocabulary and thinking skills.

*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.*