



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 130746

DfES Number: 524069

INSPECTION DETAILS

Inspection Date 15/04/2004
Inspector Name Christine McNally

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Honeycroft
Setting Address St Barnabas Church Hall
Sackville Road
Hove
East Sussex
BN3 3WR

REGISTERED PROVIDER DETAILS

Name The Chair

ORGANISATION DETAILS

Name The Chair
Address Honeycroft
St. Barnabas Hall, Sackville Road
Hove
East Sussex
BN3 3WF

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

Honeycroft is situated in the Sackville road area of Hove close to local amenities. It is a registered charity and has been open for over thirty-five years. It offers a variety of services including full day care, sessional care, crèche facilities, an after school club and holiday play scheme. There is a secure entry system, which includes CCTV monitoring. The premises include a large hall, soft playroom, sensory room and a variety of additional rooms. The centre serves the local community and children attending are representative of the diversity of people who live in the area. Parents also have access to the soft playroom, sensory room, coffee bar and a toy library. This contains a wide variety of resources and toys including a range suitable for children with special needs. The centre is open all year round, except bank holidays and for a fortnight in August, from 09:00 to 18:00 Monday to Friday. The centre is registered for up to fifty-nine children aged under eight years. Currently there are 110 children on roll, of these 38 are funded three-year-olds and 23 are funded four-year-olds. There are currently six funded children attending who have special needs and twenty for whom English is an additional language. The centre employs a large staff group, the majority of whom hold suitable childcare qualifications and the others all have good experience of working with young children. As well as the overall manager they also have a volunteer manager who oversees the employment of the large number of volunteers who work within the centre. The centre receives support from the local Early Years Development and Childcare Partnership.

How good is the Day Care?

The standard and quality of care, in all areas of provision, at Honeycroft is good. There is an effective operational plan in place that guides the staff team in their daily practice. Good safety measures are in place and children are safe and well cared for. The centre is well organised and provides a child friendly environment where children are happy and settled.

Staff in all areas of the provision form warm, caring relationships with the children. They plan and provide an interesting, worthwhile range of activities and children are making good progress in all areas of learning and development. There is a wide

selection of toys and resources which are well organised to support children's learning.

Partnership with parents is very good, they have suitable opportunities to be involved with the centre and their child's learning. All the relevant paperwork is in place, and although well maintained some policies are in need of updating.

What has improved since the last inspection?

Not applicable.

What is being done well?

- Children enjoy using the good range of toys and resources, they are well occupied and confident to attempt new challenges.
- The good support for children identified as having special educational needs helps them work steadily towards their individual learning goals.
- Staff know the children well, they spend time talking and playing with them. Children happily engage in activities and are well motivated to learn.
- The centre creates an environment that encourages good behaviour and staff are confident in their management of behaviour. Children respond well to the consistent praise and encouragement they readily take part in activities, help to tidy away resources and are well behaved.

What needs to be improved?

- reviewing and updating of policies and procedures.

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
14	Ensure that policies and procedures are regularly reviewed and updated accordingly.

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

How effective is the nursery education?

The provision for funded education at Honeycroft is acceptable and of good quality. It enables children to make very good progress in communication, language and literacy, knowledge and understanding of the world and creative development, and generally good progress in the other three areas of learning. Although, there are minor gaps in the programme for mathematics.

The quality of teaching is generally good. Staff plan an interesting range of worthwhile activities and understand what children learn from them. They demonstrate a good understanding of the stepping stones towards the early learning goals and this is reflected in the planning. They use a variety of teaching methods and groupings. However, on occasions large group teaching is less effective. Good quality resources are used well to support children's learning. Staff give good support to children identified as having special needs or those who have English as an additional language. There is an effective assessment system in place which enables staff to record children's progress towards the early learning goals. The information gathered is continually reviewed and well used to plan for the children's next stage in learning.

The leadership and management is very good. The management team understand their differing roles and responsibilities and motivate the staff group well. The staff work well together as a team, they meet regularly to discuss the work of the centre and are actively encouraged to attend further training.

Partnership with parents is very good, they are provided with clear information about the centre and the educational programme. There are formal and informal systems in place for sharing information on children's progress and achievements. Good links are forged between the centre and home.

What is being done well?

- Children's communication, language and literacy skills are well developed. They are confident speakers, understand writing can be used for a variety of purposes and are beginning to attempt to write for themselves.
- Children's personal, social and emotional development is given good priority. Children are happy, confident and interested in the activities offered. They are developing an awareness of others needs and they share and take turns well.
- Relationships between children and staff are good. These help children develop confidence and support all aspects of their learning.
- Children's creative development is well fostered. Good use is made of the imaginative play area offering children opportunities to be involved in meaningful role-play. The sensory room is also well used to encourage

children to explore their environment using all their senses.

- The use of imaginative displays and the good multi-cultural resources available. Children are developing an awareness and understanding of their own cultures and those of other people.

What needs to be improved?

- the organisation of large group activities,
- the attention given to mathematical development in everyday activities.

What has improved since the last inspection?

The centre has made very good progress in addressing the point for consideration raised at the last inspection. The timetable and daily routines have been reorganised and this now allows children to develop their creative skills free from time constraints. More opportunities are included in the programme for younger children to practise using scissors. Children are making very good progress in their creative development.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are happy and confident, they share, take turns and are well motivated to learn. Staff value children's work and contributions and they are developing good self-esteem. They show concern for others and are beginning to show an awareness of what is right and wrong. Children's behaviour is good and they have good attitudes to learning, showing interest and curiosity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children speak confidently to each other and to adults. They listen well to stories and to instructions. They negotiate well in their role-play. They are sufficiently encouraged to notice the sounds of letters, words and rhyme. They enjoy books and handle them appropriately. Children attempt to write for themselves and understand writing can be used for a variety of purposes. Staff give good support to help children to form the letters correctly.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children count confidently to 10 and beyond. They recognise shape and enjoy making simple patterns. Their understanding of number is reinforced as they take part in activities and daily routines. They are beginning to develop an awareness of simple number operations such as adding together and taking away. They sort, match and compare and are beginning to use mathematical language. However, opportunities to problem solve are sometimes missed.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

An interesting range of topics allow children to explore and investigate aspects of both the man made and natural world. Children use their own ideas to make things by building and joining. They have regular access to a computer and a range of everyday technology. Children are consistently encouraged to talk about past and present events. They are developing an awareness of their own and other cultures through a range of interesting and worthwhile topics.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children move with confidence showing a good awareness of space and others in both the indoor and outdoor space. They are beginning to use a variety of tools and implements with increasing skill. They learn about health and bodily awareness through topics and planned activities. Children enjoy regular access to the ball pool and soft play area.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore sounds as they sing and play with musical instruments. They are encouraged to express themselves creatively in music and movement activities. The regular use of the sensory room provides opportunities for children to respond using all their senses. They learn about colour, texture and shape as they paint and junk model. Role-play activities are varied and interesting.

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

- improve teaching methods for large group activities, ensure staff maintain the same high expectations for good behaviour and listening that they have in all other group situations;
- increase the emphasis given to mathematics in daily activities to develop children's ability to solve problems, for example, working out the date, or how many cups are needed for snack.

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.