



Office for Standards  
in Education

## NURSERY INSPECTION REPORT

URN 148853

DfES Number: 582019

### INSPECTION DETAILS

Inspection Date 09/12/2004

Inspector Name Marilyn Joy

### 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 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

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

There are currently 44 children on roll. There are 28 children who receive funding for nursery education. The pre-school liaises closely with the primary school who provide additional support for children with special educational needs. There are currently two children with special educational needs attending. The pre-school supports children with English as an additional language.

The pre-school opens during term time from Monday to Friday. Sessions are from 09:00 until 11:30 and from 12:45 to 15:15. Children attend for a variety of sessions.

There are five members of staff working with the children. There are four with relevant early years qualifications and one who is working towards a qualification.

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

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

### How effective is the nursery education?

Honey Beez Pre-school provides high quality nursery education overall which enables children to make very good progress towards the early learning goals in all areas of learning.

The quality of teaching is very good. Staff use their knowledge of the early learning goals to provide a well-planned programme of activities to stimulate children's interest in all areas of learning. They take full advantage of planned and spontaneous opportunities to effectively extend children's language and understanding. There is a very good range of resources, which is easily accessible and encourages children to be independent. Excellent displays decorate the walls providing examples of children's work as well as posters and activities that children can use in their play. Regular written observations are used to assess children's achievements although planning their progression is mainly informal and relies on staffs' good knowledge of individual children. Good support is provided for children with special educational needs. Staff have a good understanding of behaviour management and form positive relationships with the children.

Leadership and management is very good. The leaders work well together and liaise with the committee to provide a positive learning environment for children. They are committed to developing the quality of the provision and are aware of areas for further development. They actively seek advice and make good use of training opportunities for staff development.

Partnership with parents is very good. Parents have access to a range of information and are encouraged to be involved through the committee and parent's rota. The prospectus provides clear and concise information about the curriculum and daily routines. Regular discussions, rather than formal arrangements, are used to keep parents up-to-date with children's progress and daily activities. Parents value the friendly and approachable staff.

### What is being done well?

- Children's confidence and self-esteem is fostered effectively in an environment where children's achievements, contributions and individuality are valued highly.
- Staff capitalise on children's interests and effective intervention encourages learning in all areas. Children have time to become engrossed and for their imagination to flourish.
- Staff use effective strategies to manage children's behaviour. They provide positive role models and use clear and consistent boundaries to encourage acceptable behaviour. Children respond well.

- A well-organised learning environment and an exciting range of resources provides a rich and challenging environment where children have opportunities to explore, investigate and develop independence.
- Enthusiastic leaders and a dedicated team of staff work effectively together to support children in making very good progress in all areas of learning.

#### **What needs to be improved?**

- opportunities for climbing and sliding
- written records of children's achievements and next steps for learning
- information shared with parents about weekly topics and plans.

#### **What has improved since the last inspection?**

Very good progress has been made since the last inspection. The pre-school was asked to extend the programme for physical development to use large equipment. Children have daily opportunities for physical play indoors and outdoors. They use a variety of equipment to develop skills in balancing and riding. They have some opportunities for climbing and sliding.

The pre-school was asked to improve the system for assessing and recording children's progress and use this effectively to support the needs of all children including those with special educational needs and for whom English is an additional language. Regular observations are used to assess and record children's progress. Children's achievements are discussed weekly and incorporated into the weekly plans to ensure all areas are covered and learning consolidated. Specific plans are prepared for individual children as appropriate.

The pre-school was also asked to improve planning to make sure that children are making progress with the stepping stones especially in the programmes for communication, language and literacy and mathematics. Planning is well-organised and clearly linked to all aspects in each area of learning. Differentiation for different abilities is included in the focus plans and staff use their good knowledge of individual children to put this into practice during planned and incidental learning.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are enthusiastic, motivated and keen to explore their learning environment. They are developing confidence and self-esteem. Concentration skills are developing well. Children are learning to play co-operatively with others, share and take turns. They are becoming aware of the behaviour expectations of the setting and respond well to staff. Many show respect and care for others. They demonstrate increasing independence in caring for themselves and selecting their own resources.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children develop confidence in communicating with others. Many initiate conversations with staff and each other. They talk about what they are doing, recall previous experiences and create imaginary stories. They enjoy books and listening to stories. They contribute ideas and predict what will happen next. A wide variety of text is displayed around the room and children are aware print carries meaning. Many attempt writing during their play or when labelling their work.

### MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Mathematical language and ideas are effectively introduced into children's play. Children explore shape, position and measure throughout a range of practical and routine activities. They learn about position when climbing on or through the tunnel. They work out which container is the heaviest or which contains the least. They use circles for snowmen and count how many they have made. They measure and record their findings. Many children count accurately and solve simple problems.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

A rich and stimulating indoor environment encourages children to explore and investigate. They use funnels and tubes when filling bottles in the water play and predict how many scoops will fill a container with sand. They explore how things change when making soap powder snow and cooking activities. They draw a map of the area and plot their journey to pre-school. They complete simple operations on the computer. Children learn about the wider community through topics and celebrations.

### **PHYSICAL DEVELOPMENT**

Judgement: Very Good

Children use a range of small and large equipment. They scramble through and climb on the caterpillar tunnel. Many are proficient at pedalling and manoeuvring the bikes around indoors and outdoors. Activities are rotated so children practise balancing, throwing and catching, and using the soft play equipment. Children have some opportunities to climb and slide. Children engage in a variety of activities to develop their hand-eye co-ordination for example when wrapping presents and using scissors.

### **CREATIVE DEVELOPMENT**

Judgement: Very Good

Craft materials are freely available for children to select and create their own designs. Children mix paints and experiment with different techniques and materials to decorate their designs. They join in enthusiastically with familiar songs and have access to musical instruments. Children enjoy imaginative play and develop their own narratives. They dress-up, have tea parties and pretend to go to the park. They learn to play co-operatively and use the vocabulary associated with their theme.

**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 significant weaknesses to report, but consideration should be given to improving the following:
- continue to develop the programme for physical development so that children have more opportunities to climb and slide
- consider ways in which children's achievements and next steps for learning can be reflected in written records and shared with parents.

*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.*