



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 142810

DfES Number: 518016

### INSPECTION DETAILS

Inspection Date 11/02/2004  
Inspector Name Jennifer Barton

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name St. Dunstans Honeybees  
Setting Address Wells Road  
Glastonbury  
Somerset  
BA6 9BY

### REGISTERED PROVIDER DETAILS

Name The Committee of St Dunstans Honeybees 1031785

### ORGANISATION DETAILS

Name St Dunstans Honeybees  
Address Wells Road  
Glastonbury  
Somerset  
BA6 9BY

## 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

St. Dunstans Honeybees is a preschool group which meets in purpose built premises on the campus of St Dunstans Community School in Glastonbury, Somerset. Children attending are from the local and surrounding area and move on to one of the many schools in the area. The children have access to the large playroom and fully enclosed outside play area. They also have access to the sports hall in the main school for a weekly gym session.

The group is registered for a maximum of 20 children aged two to five years of age. At present there are 16 children on roll of these six children are funded three year olds and seven funded four year olds. There are no children at present attending with special educational needs, or who have English as an additional language.

It is open Mondays and Tuesdays from 09:00 to 13:30, Wednesday from 08:30 to 11:30 and 12:30 to 15:00 and Fridays from 09:30 to 13:30. All these sessions include a packed lunch time.

There are four regular staff who work with the children. Three of these staff hold appropriate qualifications such as Diploma in Pre School Practice and NVQ 3 in childcare and education. The fourth member of staff is a qualified teacher with a BA Honours in PGCE. Staff attend regular ongoing training and support from the Early Years Development and Childcare Partnership.

### How good is the Day Care?

St Dunstans Honeybees pre school group provides good care overall for children aged two to five years of age. Staff provide an attractive and welcoming environment for parents and children. There are lovely posters and children's work on display and a wide range of appropriate equipment, but staff do need to review their deployment and staff induction.

Positive steps are taken to promote health and hygiene through providing nutritious snacks and good hand washing routines. However, attention needs to be given to

emergency treatment consent.

There is good fire prevention procedures in place and most other safety aspects are satisfactory but they need to ensure that the premises are secure at all times and risk assessment is completed.

Staff are implementing a new planning system to incorporate the stepping stones across the six learning areas. Staff provide a stimulating range of activities and ensure all children are included. They take appropriate steps to meet the needs of the children by good observations and assessment.

Large noticeboards and notices are displayed around the building to inform parents about the procedures and activities within the setting. Good documentation is completed and shared by the parents including progress records.

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

Not applicable. No actions or recommendations at the last inspection.

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

- Good organisation of space and equipment with lovely displays of posters and children's work provides a warm and welcoming environment.
- Staff provide a stimulating range of activities across the six areas of learning.
- Positive steps are taken to meet the needs of all children through regular observations and assessment records completed.
- Parents are well informed about the provision through notices, newsletters, policies and procedures.

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

- the organisation of staff deployment
- the implementing induction procedures
- the completion of formal risk assessment and security of the premises
- the consent from parents for seeking emergency medical advice or treatment..

#### **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	Ensure staff deployment is effective.
6	Ensure formal risk assessment is completed and that premises are secure in respect of door safety.

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

### How effective is the nursery education?

St Dunstons Honeybees Pre school group is providing effective nursery education and children are making overall generally good progress towards the early learning goals in the six areas of learning.

Children are making very good progress in personal, social and emotional development, communication, language and literacy and physical development. In mathematics, knowledge and understanding of the world and creative development progress is generally good. However, attention needs to be given to recognition of numerals, providing more opportunities for exploring and investigating living objects and for children to express and communicate their own ideas through art.

The quality of teaching is generally good. Staff are implementing a new planning system but need to consider the long term plan to ensure a balance over the six areas of learning and the effectiveness of staff deployment. Staff complete regular observations and written assessments of the children's progress and provide stimulating activities.

Leadership and management is generally good. There are clear roles and responsibilities and staff are encouraged to further their training. Although there are regular meetings to evaluate their practice there are no formal appraisals in place.

Partnership with parents is very good. The parents are well informed about the setting and are encouraged to share information about their children's progress through the initial progress record and to discuss future assessments recorded.

### What is being done well?

- Children are confident and independent and are able to choose their own activity.
- Children's communication, literacy and language is developing well they have appropriate activities to encourage reading and writing skills.
- A wide range of suitable activities promotes children's physical development in all areas.
- Good observations and formal assessments on children show their progress and development.

### What needs to be improved?

- the provision of opportunities for children to explore and investigate living things

- the mathematics programme to include activities to recognise numerals
- the new planning system, to ensure all aspects are covered and there is a balance across all areas of learning
- staff deployment
- implementing a staff appraisal system.

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

Improvement since the last inspection has been generally good. The setting had the following issues to address:-

Further develop the planning of the educational programme. Identify what children are to learn from key activities at each session. Ensure that all aspects of each of the six areas of learning receive sufficient emphasis over a period of time.

A new comprehensive system of planning has been implemented which includes what the children learn in respect of the stepping stones. However, there is no long term planning in place to ensure a balance across the six areas of learning. This will remain as a point for consideration.

Extend the system to record children's progress in all six areas of learning.

New assessment sheets relating to the stepping stones are now in use and cover the six areas of learning.

Provide more opportunities for children to use resources for their own purposes, for example, for writing, to express their own creative ideas and to make things. Provide more opportunities for children to respond creatively to a stimulus, for example by drawing from observation and acting out familiar stories.

Staff have introduced more activities for writing purposes and creative expression such as writing resources, colouring and writing and drawing notebooks but activities are still mainly teacher directed.

Develop the programme for language and literacy to include more opportunities for children to become familiar with and use letter sounds and more writing in meaningful situations.

Sessions are now planned with many opportunities in the daily routine to allow children to familiarise themselves with letters and their sounds. More writing resources are available but not displayed in meaningful situations.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children show good levels of confidence and independence and are able to choose their own activities. They are also learning personal independence such as dressing as in the pyjama activity. Children show respect and sensitivity to one another, they share and work well in groups. Staff encourage good behaviour, they reinforce the boundaries and procedures through out the session and children respond well.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's listening and speaking skills are developing well, they are able to share their experiences and interact well with adults and children, especially at circle and snack time. Children are beginning to recognise their own name, they are also becoming familiar with letters of the alphabet and linking sounds to them. Children have opportunities to improve their writing skills through using the writing resources and using their notebooks.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are learning how to count and use numbers in every day situations. However, opportunities to recognise number shape are limited. Children are learning to understand about addition and subtraction through planned activities such as the coloured vehicles. Children are becoming familiar with shape, size and quantity in activities such as playdough, cooking and construction.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good awareness of their environment and of people around them as well as learning about people from different cultures and religions. There are planned activities for children to explore and investigate but these are limited. The setting have information and communication technology resources which are used to support children's learning.

### PHYSICAL DEVELOPMENT

Judgement: Very Good

Children show they are learning to move confidently and imaginatively with coordination through ring games such as 'the farmers in the den' and their pyjama dancing. They participate in a weekly 'gym' session which encourages children to further their balancing skills, coordination and increase their small and large muscle control. Children use a wide range of small and large construction equipment and resources in playdough to improve their handling of tools.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
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Children have many resources in role play, dressing up and construction to be imaginative and express and communicate their own ideas. However, opportunities for this in art are limited as activities are mainly teacher directed. There are good activities for children to explore sound and music and children enjoy listening and participating with tape and CD games.

**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**

- reviewing the new planning system to ensure all aspects are covered and there is a balance across all areas of learning
- ensuring staff deployment is effective in children's learning.

*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.*