



Office for Standards
in Education

NURSERY INSPECTION REPORT

URN EY218324

DfES Number: 548361

INSPECTION DETAILS

Inspection Date 18/01/2005
Inspector Name Deborah Jaqueline Newbury

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Honeypots Pre-School
Setting Address Portmore Way
Weybridge
Surrey
KT13 8JD

REGISTERED PROVIDER DETAILS

Name Mrs. Susan Jane Boffin

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

Honeypots Pre-school is a privately owned pre-school that opened in 2002. It operates from the community centre in Weybridge, Surrey. Children have access to two rooms and appropriate toilet facilities. The pre-school has access to an outdoor play area, comprising playground and grassed area.

The pre-school is open five days a week during school term times from 09:15 to 12.00. Children over the age of three may bring a packed lunch from home and stay for lunch club until 13.00.

A maximum of 45 children may attend the pre-school at any one time. Most children come from the local area and attend for a variety of sessions each week. There are currently 53 children, aged from 2 to 4 years, on roll. Of these, 29 receive funding for nursery education. The setting makes provision for children with special needs and/or who speak English as an additional language.

Twelve members of staff work with the children. Six have early years qualifications and two are attending appropriate training courses.

The setting receives support from the Early Years and Childcare Service. (EYCS).

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

How effective is the nursery education?

The provision of nursery education at Honeypots Pre-school is acceptable and of high quality. Children make very good progress towards the Early Learning Goals.

Quality of teaching is very good. Staff have a good understanding of the Early Learning Goals and are very clear about what children are learning from the different activities on offer, which are interesting and engage children's attention well. They take care to ensure children can access a range of resources and that these cover all areas of the curriculum. They respond positively to children's interests and use a variety of teaching methods to support their learning, adapting these to meet individual needs. Planning, observation and assessment procedures are effective. Sessions are organised to enable keyworkers to work with their children each day. They identify targets for the next steps in children's learning and use these as a basis for future planning. Staff act as positive role models and help children understand the expectations for behaviour. They work together well, are enthusiastic and enjoy good relationships with children.

Leadership and management are very good. The registered owner of the setting is present every day and provides clear direction and support for her staff. The importance of ongoing training for all is recognised and actively encouraged both through access to external courses and in-house training. She monitors the existing provision and identifies areas she wishes to develop further. There is a clear commitment to the continuing advancement of care and education for all children.

Partnership with parents is very good. Parents receive good quality information about the pre-school and its provision. Parents find staff friendly and approachable and feel they know the children well. The pre-school has devised both informal and more formal ways of encouraging parents to share in their children's learning and to inform them of their progress and achievements.

What is being done well?

- Staff support children's personal, social and emotional development very well. They encourage a sense of care and respect amongst children and have high expectations of their behaviour. Staff use various strategies to help children understand these, for example the use of explanation with reasons that are meaningful to children and the issue of Celebration certificates to individual children who, for example, may have been especially kind to others. Staff explain to all children why the certificates are being issued and thus help to reinforce the expectations for children's good behaviour whilst demonstrating that they place value on this. They make good use of praise and encouragement.
- Staff take positive steps to create a visually stimulating environment, for example their use of a broad range of posters covering all areas of learning

and effective use of labelling with different styles of and purposes for writing. Children have good access to a variety of different writing materials indoors and outside.

- Parents are well informed about the pre-school and its provision. They have access to the setting's policies and procedures, curriculum plans and receive information about the Foundation Stage Curriculum. Newsletters are detailed and informative. Parents receive termly reports on their children's progress and achievements and are made aware of what targets their child's keyworker will be focussing on.
- Children enjoy designing and making models, for example with construction toys. They talk knowledgeably about their creations, explaining to others what they have made. They show wonder as they investigate the different resources of the science box and are keen to share their discoveries with others.

What needs to be improved?

- the provision of more resources in the science box to enable children to independently further their discoveries, in particular about magnets.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are confident and settled. They have positive attitudes to learning and are keen to explore the range of resources and activities on offer. They are busily occupied and concentrate well. They take turns and share and practice and develop their self-help and independence skills. Children are familiar with the pre-school routine and follow this well. They build good relationships with others with some engaging in co-operative play. Their behaviour is generally very good.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children's spoken language and listening skills are developing well. They enjoy storytime and choose to spend time looking at books. They recognise their written name. Children enjoy many opportunities for mark making. Several write their names in ways meaningful to them whilst others are beginning to form recognisable letters. They show interest in linking sounds and letters as they talk about the letter of the week and think of objects beginning with this.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children confidently talk about numbers and use mathematical language during the course of their play and in conversation with others. They recognise written numerals and count well using one to one correspondence. They sort and match by colour and size. They name shapes using correct mathematical terms and develop problem solving skills due to the effective questioning techniques of staff and their use of opportunities that arise to reinforce these.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children are keen to design and build models. They talk confidently about events in their own lives and learn about other countries, cultures and beliefs. They explore everyday technology and all participate in computer workshops. They enthusiastically investigate such resources as magnifiers and magnets. They use their senses as they explore materials of different textures, participate in cookery sessions and observe what happens as they blow bubbles and watch the effect of the wind on these.

PHYSICAL DEVELOPMENT

Judgement:	Very Good
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Children move safely and carefully inside and outdoors. They explore different ways of using their bodies and show good awareness of others as they participate in dance and movement sessions. Children operate wheeled toys with care, adjusting speed, changing direction and avoiding collisions. They practice and develop their fine motor skills as they handle a range of equipment, tools and materials. Children follow good hygiene practices and learn about the effect of exercise on their bodies.

CREATIVE DEVELOPMENT

Judgement:	Very Good
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Children have a repertoire of songs and rhymes. They explore sound as they investigate different ways of playing musical instruments. They are keen to participate in "craft workshops" and enjoy looking through the varied range of media and materials provided and choosing from these. They freely use their imaginations as they play alongside others in the role-play area, dance to different styles of music or when using a variety of small world toys. They recognise and name colours.

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:
- build on children's very definite interest in investigation and exploration by providing them with access to a greater range of resources in the science box to enable them to independently further their discoveries, in particular about magnets.

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.