



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 251521

DfES Number: 512229

INSPECTION DETAILS

Inspection Date 03/03/2004
Inspector Name Deborah Kerry

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Honey Bees Pre-school
Setting Address Hitcham Village Hall
The Causeway, Hitcham
Ipswich
Suffolk
IP7 7NE

REGISTERED PROVIDER DETAILS

Name Ms Sharon Scarfe

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

Honey Bees Pre-school has been operating for ten years. The pre-school is based in the village hall at Hitcham, Suffolk. The group have use of the main hall and a side room which is used for the rising fives for part of the session.

The facility is open Monday to Friday 09:15-12:15 during term-time and some additional weeks during the summer holidays. There is a lunch club provided which runs from 12:15-13:15 after each session. Children from the surrounding villages are welcomed.

Honey Bees Pre-school wish to offer a service to children and families that enhances the children's development and education in a fun environment.

There are currently 53 children on roll. This includes 22 funded three year olds and 6 funded four year olds. The setting will support children with special needs and who speak English as an additional language.

The setting receives advice and support from the early years partnership.

How good is the Day Care?

Honeybees pre-school provides satisfactory quality care for children.

The staff have or are attending early years training. They work well as a team to plan activities for the children. All relevant policies and documentation are in place and kept up to date.

The staff are aware of children's safety at all times especially when using the outside play area. Hygiene routines are generally good. The children are provided with a variety of healthy snacks that meets children's individual dietary needs. Planning takes in to account children's individual developmental needs and helps them to progress. Staff have an understanding of the child protection policy but there are no clear guidelines to be followed in the event of an allegation being made against a member of staff.

There is a wide range of activities and resources provided that helps children to progress in all areas of their learning and development. The staff support the children and extend their knowledge by listening and asking them questions and take the older children into the side room for activities that are suited to their age and stage of learning.

There are good relationships with parents who are welcomed into the setting. They can help on the parents rota and are given regular verbal feedback on topics and their children's progress and are able to view their child's records at any time.

What has improved since the last inspection?

At the last inspection the pre-school were asked to ensure that all staff under go the vetting procedures, that they operate within local building and planning and environmental health regulations. To conduct a risk assessment and to comply with fire safety regulations. To develop policies on lost or uncollected children and if an intruder enters the premises. To implement an action plan for the administration of medication and to ensure that the child protection policy complies with local ACPC procedures.

All staff have completed forms for checks. The management committee of the hall have been contacted with regard to planning and environmental health regulations.

A risk assessment has been conducted and a visit from the fire officer and recommendations carried out, policies for lost or uncollected children, intruders and the administration of medication have been drawn up and are displayed and shared with parents.

The child protection policy has been changed.

What is being done well?

- Staff know the children well, they listen and talk to the children using effective questioning techniques to help children progress.
- The premises are warm and welcoming for children and is well set out, this ensures the free flow of the session.
- There is a large range of resources and activities available that provide a stimulating environment and help children to progress.
- Staff have good relationships with parents to support the children, their contributions are valued and they are kept informed of their child's progress.

What needs to be improved?

- hand washing procedures;
- clear procedures to be followed in the event of an allegation of abuse being made against a member of staff.

Outcome of the inspection

Satisfactory

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 must take the following actions by the date shown**

| Std | Action | Date |
|-----|---|------------|
| 13 | Ensure that the child protection statement includes procedures to be followed in the event of an allegation being made against a member of staff. | 23/04/2004 |

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

How effective is the nursery education?

Honey Bees Pre-School provides generally good provision for nursery education. It enables children to make generally good progress toward the early learning goals.

The quality of teaching is generally good. Staff know the children well and all have input into the planning to provide a range of practical everyday activities that are tailored to children's individual needs, and through regular observations by their key workers these are evaluated to ensure that all children are making progress. All the staff have or are attending early years training to ensure ongoing development of the provision.

There are regular staff meetings so that all the staff are involved with the planning and children's progress added to their "next step" booklets, which are then used to plan the next step. The short term plans need to be clearly linked to the stepping stones. Assessment records are available for parents to see and contribute to at any time.

Leadership and management is generally good. There are clear aims and objectives to ensure a commitment to children's education. Staff are well deployed in the setting and they work well as a team. Advice and support from outside agencies is welcomed.

Partnerships with parents is generally good. Staff welcome them into the setting and are there for parents to talk to about their child's progress. They are given information on topics and activities through the notice board and regular newsletter and are invited to share their knowledge with the children around the themes and activities and to become involved with their children's learning.

What is being done well?

- Staff know the children well and are good role models for the children which enables them to behave well. They are developing their self esteem and self confidence through talking about an item they have brought in from home in front of the group at circle time.
- Children are becoming good communicators and can initiate conversations with each other and adults and can recall events in their lives.
- Staff work well as a team and all share in the planning at regular staff meetings, they support and extend the children in all areas of their learning.
- Children's physical development is good and the large hall is adapted to incorporate large apparatus to develop their balance and to move with control and co-ordination.

What needs to be improved?

- parents knowledge of the foundation stage and early learning goals;
- planning needs to be linked to the stepping stones and early learning goals.

What has improved since the last inspection?

Good progress has been made since the last inspection

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are supported in the development of their self esteem by being encouraged to tell the group about the toy they have brought in from home. Their work is valued and they learn how to share and wait their turn when planting a flower. Their independence is encouraged and children's individual needs are met as they are given sufficient time to complete an activity.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Staff talk to the children and use good questioning techniques to develop their language and vocabulary throughout the session. Children can recognise their names at snack time and the staff use phonics to sound out the letters and compare the sound with other words. Children enjoy listening to the stories and looking at books before snack time. There are opportunities for children to write for a purpose and staff support the more able child in writing their own names.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children enjoy counting and can count up to 10 and beyond, they are able to recognise the numbers for the date. They play matching and number games and are supported by the staff with mathematical language such as "too many" and "not enough". They learn about subtraction when using a parachute and try to shake off the balls. They learn about, patterns, shape and colours when recreating patterns on a matching card game.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children learn about their environment through walks in the village and when planting flowers and what they need to grow. They learn about designing and making skills through woodwork and baking activities. Through topic work they learn about people who help us and have had visits from the police and a dentist. To have respect for others beliefs through different celebrations, trying different foods throughout the year.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children are given lots of opportunity to use tools to develop fine motor skills when they play, draw, cut, paint and hand eye co-ordination by threading beads on to a thread. Large equipment is used to balance, run, climb, slide and throw when inside and the outside play area weather permitting.

CREATIVE DEVELOPMENT

| | |
|------------|----------------|
| Judgement: | Generally Good |
|------------|----------------|

Children use a variety of materials, textures and colours in their art and craft work when painting and doing collage around the colours and themes of the week, they develop their imagination when playing the musical instruments to make their own sounds and tunes. They enjoy singing songs and action rhymes and the role play area and dress up around different themed topics

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

- Increase parent's knowledge and understanding of the Foundation Stage and early learning goals.
- Develop plans and learning outcomes to show a clear link to the stepping stones and early learning goals.

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.