



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 109441

DfES Number: 514251

INSPECTION DETAILS

Inspection Date 05/02/2004
Inspector Name Chris Mackinnon

SETTING DETAILS

Day Care Type Sessional Day Care
Setting Name Honey Bees Playgroup
Setting Address The Pavillion
King George V Playing Field, Plumpton Green
Nr Lewes
East Sussex
BN7 3DP

REGISTERED PROVIDER DETAILS

Name The Committee of The Management Committee

ORGANISATION DETAILS

Name The Management Committee
Address Honey Bees Playgroup
Sports Pavillion, King George V Playing Fields
Plumpton Green
East Sussex

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 Playgroup opened in 1999. It operates from a purpose built children's play-room in a sports pavilion in the village of Plumpton Green, near Lewes. The playgroup serves the local area.

There are currently 27 children from two to five years on roll. Children attend for a variety of sessions. There are 11 three year olds and three four year olds attending. The setting currently supports one child with special needs. No children attend who speak English as an additional language.

The group opens five days per week during school term times. Sessions are from 09:30 -12:00noon.

There are two full time and four part time staff who work with the children. Over half the staff have early years qualifications to NVQ level 2 or 3. Two staff are currently working towards an early years qualification. The setting receives support from a mentor from the East Sussex Early Years Development and Childcare Partnership and is a member of the Pre-School Learning Alliance.

How good is the Day Care?

The standard of care provided for the children is good. The staff team are well qualified and demonstrate a good knowledge of children' development. The pre-school is welcoming for children, providing a bright and stimulating environment, with a good range of play resources and learning materials.

Staff have good safety awareness and maintain sound health and hygiene practice. Staff provide healthy snacks and are experienced with special diets. The staff are experienced and work well with special needs children. Staff have satisfactory awareness of equal opportunities but there is a need to provide more visual materials to reflect diversity.

The quality of the care and learning is good, with a well established key-worker

system in place. Staff have a good knowledge of individual children and a good understanding of the early learning goals. Staff organise a good play and learning programme that encourages development in language, mathematical thinking and creativity. The children are involved with a good range of activities and relate well to others.

The pre-school has a satisfactory relationship with parents, providing written information on individual children's progress and development, but there is a need to provide more information on the early learning programme. Staff support parents in meeting individual children's needs and there is an active parent-helper rota.

What has improved since the last inspection?

Since the last inspection, staff have attended further early years training, increasing the level of staff qualifications, new play and learning resources have been obtained and a new storage shed is in place for outdoor play equipment.

What is being done well?

- The pre-school has a clear operational plan, with well written policy and guidance material
- Staff have a good knowledge of individual children and provide a good range of well planned activities to encourages learning and development
- The premises are welcoming for children, with well organised play areas and stimulating visual displays
- The pre-school has good resources, providing a wide range of play and learning materials, that stimulate and challenge children
- Staff have a good awareness of safety and take care to ensure the premises are safe and secure for children
- Staff have special needs experience and training and link well with outside agencies
- Staff are experienced and confident with behaviour management and encourage children's social skills.

What needs to be improved?

- increase visual material to reflect diversity;
- provide information to parents on the early learning programme.

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
9	increase visual material to reflect diversity

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

How effective is the nursery education?

Honey Bees Playgroup provides a safe and caring environment with children making generally good progress towards the early learning goals.

The overall quality of the teaching is generally good. Staff have a good knowledge and understanding of the foundation stage and the children receive a balanced range of practical activities. The quality of the setting's planning, organisation and staff deployment provides children with good support to develop their learning. Staff miss some opportunities to extend learning across the early learning goals.

Leadership and management of the setting is very good. The staff team are experienced and work well together, demonstrating their commitment to the improvement of care and education for all children. They also communicate well and can evaluate and review the effectiveness of the playgroup's practice.

The partnership with parents is generally good. Parents have good access to staff key-workers to discuss children's progress and development. Parents are also provided with details of the planned activities and early learning themes, but more detailed written information on the early learning goals needs to be provided for parents.

What is being done well?

- children are well behaved, co-operate well and are motivated to learn
- children use language with confidence, extend their vocabulary and understand the meaning and sounds of words
- children are able to calculate well and are developing confidence with mathematical thinking
- children are physically confident and are encouraged to explore the play and learning environment and be creative and imaginative
- staff present a well planned range of activities that encourage learning and development
- staff are able to evaluate individual children's progress and development

What needs to be improved?

- children's experiences with a range of feelings
- reading and writing challenges for older children
- children's exploration of a sense of time

- staff's awareness of opportunities to extend learning across early learning goals
- the written information on the early learning goals provided for parents.

What has improved since the last inspection?

Since the last inspection the playgroup has increased staff knowledge and awareness of the early learning goals. More resources for Knowledge of the World have been provided and a new planning system has been introduced.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children arrive happily and settle quickly and build good relationships which are well supported by staff. Children's behaviour is very good with staff providing well managed activities that encourage learning, but more opportunities could be provided for children to explore feelings. Children are able to self select and work independently.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children demonstrated confidence in speaking to adults and other children. The children are developing good language and literacy skills through a range of practical activities, but there needs to provide more writing and reading challenges for older children. The playgroup presents a good selection of books and stories and children are able to use language imaginatively.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Staff provide suitable activities to encourage the recognition of numbers and children can calculate easily. Staff also explore shapes, sizes and quantities with the children, with opportunities provided for children to explore addition and subtraction. Older children are challenged well to develop mathematical ideas and solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Staff encourage children to explore and identify features of the local and wider world. Children are able to investigate a variety of materials and children have access to living things. Staff encourage children to look at similarities and differences but more opportunities could be provided for children to explore a sense of time. Children have access to information and communication technology.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with confidence and with a good awareness of each other. Children are able to climb and balance and use small and large equipment. Children are able to use a range of tools and materials easily. Staff provide a good range of games and activities that challenge children and encourage control and co-ordination, with music and movement a strong feature of the daily programme.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children explore a range of media and materials, experiencing colour, shape and texture. Children are encouraged to express and communicate their ideas, through role-play and imaginative play-themes, which include art and design, learning rhymes, singing and music. Staff encourage the children to respond to what they see and hear and children are able to influence the development of activities.

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 children's experiences with a range of feelings
- provide more reading and writing challenges for older children
- develop children's exploration of a sense of time
- increase staff's awareness of opportunities to extend learning across early learning goals
- ensure that written information on the early learning goals is provided for 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.

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.