

Honeypots Pre-School

Inspection report for early years provision

Unique reference number	EY218324
Inspection date	23/09/2010
Inspector	Pat Daniels

Setting address	Portmore Way, Weybridge, Surrey, KT13 8JD
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Type of setting	Childcare on non-domestic premises

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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

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Description of the setting

Honey pots Pre-school (Weybridge) is one of two privately owned pre-schools and it opened in 2002. It operates from the Weybridge Youth Centre in Weybridge, Surrey. Children have 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 9:15am-12:30pm. Children over the age of three may bring a packed lunch and stay for lunch club until 1pm.

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. The pre-school makes provision for funded children. There are currently 45 children, aged from two to four years, on roll. The setting supports children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

there are 12 members of staff work with the children. Nine members of staff have appropriate early years qualifications and one member of staff is currently attending a further training course. Five members of staff hold a current first aid certificate.

The setting receives support from the Early Years Childcare Service.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children make satisfactory progress in their learning and development, and their welfare is supported within a safe environment. Staff develop understanding of children's needs from the start by ensuring that parents provide detailed information. Positive relationships with parents are developed and links with local schools are in place to support children's transitions. Self -evaluation is in place, although it has not highlighted the limitations of the planning system for improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that the indoor environment contains resources which are appropriate, well maintained and accessible for all children, with particular reference to the contents of trays for self-selection and displays of children's artwork

- improve the system of self-evaluation to identify the setting's strengths and priorities for improvement that will improve the quality of provision for all children
- observe children sensitively and respond appropriately to encourage and extend curiosity and learning within the context of children's play
- improve the system of ongoing observational assessment to inform planning for each child's continuing development through play-based activities

The effectiveness of leadership and management of the early years provision

A robust system of recruitment and checks ensures that staff are suitable to work with children. All staff have a good understanding of possible indicators of abuse, and the procedures to take if they have concerns. New members of staff are quickly inducted so that they are aware of the correct safeguarding procedures. The premises are secure and a daily risk assessment ensures that all areas are safe for children. The children approach staff freely for cuddles, which indicates that they feel safe and secure.

Requirements for staff qualifications are met and all staff are encouraged to update their knowledge through regular training events. Resources are of good quality and generally organised so that children can choose and select independently. However, sometimes the contents of the labelled trays are missing, or the contents are poorly stocked. A system to display children's work is available on a 'children's gallery'. However, staff do not always ensure that display is organised to reflect children currently attending, so that parents and children can take pride in their achievements.

Parents, children and staff contribute their opinions to the process of self-evaluation and continuous improvement. For example, children decide what new toys they would like to buy following a fund-raising event. A new covered outdoor play area ensures that children can be outdoors in all weather. However, the process of self-evaluation is sometimes uneven and does not always identify significant areas for improvement. For example, the system of observation, assessment and planning has not been highlighted for improvement.

The systems for promoting inclusive practice are well developed. A member of staff is assigned to support children's needs and parents are invited to share their home cultures with the group. All parents are invited to attend sessions with their children and are happy with the levels of communication provided. New parents are encouraged to share information about their children and all parents can attend regular meetings with their children's key persons. The group develops links with local schools to support children's transitions. Required policies and documentation are in place.

The quality and standards of the early years provision and outcomes for children

Staff generally support children's learning by responding to children's interests and through asking questions to promote children's thinking. For example, a member of staff enthusiastically reads a story and has the children enthralled. She supports the development of their interest in books and listening skills, and at the same time welcomes their ideas and suggestions. However, staff sometimes become overly focused adult-led activities, rather than support learning through the context of children's interests and play.

Planning for individual learning and effective observation is not consistently in place for all children. Records of children's observations show that they generally make progress, although some gaps in learning are not always addressed through planned activities. Activities are not always reflected on to ensure that any planned next steps in learning have been achieved.

Sometimes activities are not well planned, so that children can become disinterested. For example, an outdoor activity is provided for children under cover, because of heavy rain. The activities provided are not suitably challenging and some children become indifferent. They lose focus and begin running around in the rain and jumping in puddles. Most of the children do not have suitable waterproof clothing, so their feet and clothes become very wet.

Children are given choices about what they want to do and all but the newest are confident and settled. New children receive lots of reassurance by key persons to help them begin to feel secure. Children approach staff for support and talk freely about their homes. Friendship groups between children are developing well. Children learn about their emotions and the emotions of others as a member of staff shows them pictures of facial expressions, and asks how they might feel.

Children select books and make marks to represent their names. Staff support children's language development by repeating back sentences with the correct words in context. Children learn to speak confidently to a group as they talk about a special toy brought from home.

Children learn to use a laptop computer with help from staff. They plant flowers in the garden examine the plants with a magnifying glass. They begin to learn about shapes and differentiate colours when threading and investigating puzzles. Children use their fingers to represent numbers and compare groups of objects. They investigate the sounds made by a variety of musical instruments and move their bodies to music. They enjoy imaginative play with telephones and a post box, and some children develop a story line that they act out together.

Children play physically indoors with the parachute and develop their skills using pencils, pens and scissors. They learn about the diversity within society through themed activities and resources. Children's home languages and cultures are valued and shared with the group.

Staff have paediatric first aid training and written parental consent to seek emergency treatment is in place. This means that staff can act in children's best interests if there is an accident. A sick child policy is in place to exclude contagious illnesses and limit the spread of infection. Children learn about good hygiene for themselves as staff remind them to cover their mouths when coughing and use a tissue to wipe their noses. They help to tidy up the toys and learn about the rules and expectations of the group. Children are praised for doing well, which helps to build their confidence and self-esteem.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	3

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