

Honey Pots Childcare Limited

Inspection report for early years provision

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EY408136

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19/10/2010

Inspector

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Setting address

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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*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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Description of the setting

Honey Pots Childcare Limited was registered in 2010 although the setting has been a registered provision since 2004. It operates from a youth centre in Crawley, West Sussex. There is an enclosed area for outdoor play.

The setting is registered on the Early Years Register and compulsory part of the Childcare Register. A maximum of 40 children may attend the setting at any one time. There are currently 67 children in the early year's age range on roll. The setting is open each weekday from 8.00am to 18.00pm for 51 weeks of the year. The setting supports children with special educational needs and/or disabilities and makes provision for children who speak English as an additional language.

The setting employs 13 members of staff, including the manager. The majority of staff hold appropriate early years qualifications to level 3 or above and one member of staff is working towards an early years qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are cared for in a safe, secure and welcoming environment where the staff team know them well and acknowledge them as unique individuals. Therefore, children are settled and enjoy their time with both adults and peers. Close partnerships with parents mean that staff know children well. As a result, children make good progress in their learning, given their age, abilities and starting points. Management and the staff team evaluate the setting to establish what they have achieved so far and identify appropriate areas for improvements, for example, ongoing training for staff and the development of the outdoor play area.

What steps need to be taken to improve provision further?

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

- develop the use of evaluation to tailor activities and experiences to each child's individual needs
- consider ways to develop the presentation of resources to promote children's choice and independence in their learning and development

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively safeguarded. Staff have a clear understanding of safeguarding procedures; all staff receive child protection training at induction and staff have attended further training in this area. Robust recruitment procedures

ensure that staff are suitable to work with children and are appropriately qualified. All required documentation that promotes children's health, safety and well-being is in place. Staff work extremely well together as a team and staff deployment is highly effective in ensuring that children benefit from good levels of individual support. On arrival, children show great delight as they are individually welcomed by key workers, familiar adults and their peers. As a result, children feel safe and secure in the setting and are forming very positive relationships with others.

Staff carry out daily risk assessments of the building and outdoor area to ensure children play in a safe indoor and outdoor environment. Resources are accessible to children on a small number of storage units around the hall. However, resources are not clearly labelled with pictures or text to offer children individual choice and promote independence in their play and learning. Effective systems are in place for management and staff to evaluate the service that they offer and they successfully identify clear steps for future development. Staff work closely with parents to ensure they have a good understanding of children's cultural and welfare needs. They use effective strategies to ensure all groups of children achieve well and provide appropriate support where required so that equality and diversity are promoted. Staff speak a range of languages that are representative of families attending the setting. As a result, staff are readily available to work in partnership with parents where English is an additional language.

Partnerships with parents is a strength of the setting and there is clear two-way communication on a day-to-day basis. Staff work in close partnership with parents to establish childcare requirements during the settling-in period and many parents make good use of the daily informal opportunities to discuss their children's progress. The setting also formally shares children's profiles with parents to ensure that all parents are actively involved in assessing and reviewing their child's development so that information from home is fully included in this process. The setting works effectively in partnership with external agencies and other providers, as appropriate, to ensure children receive the support they need and benefit from continuity in learning and care.

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

Children are very relaxed and happy in the setting. They arrive and settle quickly, readily leaving their parents to greet peers or pursue their chosen activities. They move around with ease and confidence and are fully engaged and eager to participate in all that is available to them. Planning reflects the children's interests which are supported by a good balance of adult-led and child-initiated activities. However, although systems for observation and assessment are in place the evaluation of activities are not to enable staff to tailor activities and experiences to each child's individual needs. The staff team manage children's behaviour appropriately, providing a good role model for politeness and consideration of others. For example, children are encouraged to use good manners by saying 'please' and 'thank you' in all that they do.

Staff are supportive of children's play; they are on hand to guide and direct, and make good use of open-ended questioning to encourage children to extend their thinking in their chosen activities. For example, clear explanations are given to allow children to build safely with construction resources. They confidently select from a range of creative media and enjoy exploring malleable materials by squeezing and twisting, confidently sharing their thoughts on texture. 'It's very soft and squiggly' they then go on to make pizza for all.

Staff make good use of all opportunities to encourage children's choice and creative thinking and develop their personal interests. For example, they encourage children to select favourite rhythms from the CD box and children delight in dancing and moving their bodies to the music and recite favourite rhymes.

Children show a love of books which is supported by the welcoming book area. They enjoy listening to favourite stories and confidently share their thoughts and feelings with others. Children have good opportunities to learn to respect diversity by celebrating festivals from different cultural traditions as well as their own. They are encouraged to discuss aspects of their own lives and those of other people.

Children are encouraged to adopt healthy lifestyles because the setting promotes healthy eating. Children receive healthy meals which contain a range of fresh vegetables and enjoy snacks of fruits and raisins. They develop good personal hygiene routines as they independently wash their hands prior to and after eating their meals and snacks, after messy play activities and trips to the toilet. Children identify when they are thirsty. For example, they help themselves to drinking water to quench their thirst.

Children learn to keep themselves safe as they are reminded how to use the resources carefully or make sure they pick up the toys so no-one trips over them. Staff are always on hand to praise them for their efforts. They quickly become familiar with the routines and expectations of the setting and show a sense of responsibility as they help tidy up before they go out to play. They play outside every day in the newly developed outdoor play area as part of a healthy lifestyle, practicing their physical skills and learning new ones as they run, pedal bikes, spin hoops and use balls and rackets. These positive early experiences provide children with a good start in life to enable them to develop the skills needed for their future success.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
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	2
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	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met