

St. Dunstans Honeybees

Inspection report for early years provision

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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).

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

St Dunstan's Honeybees is a pre-school group which opened 10 years ago and is committee run. It operates in purpose-built premises on the campus of St Dunstan's Community School in Glastonbury, Somerset. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The premises consist of a large playroom, kitchen, entrance and toilet facilities. There is an adjacent fully-enclosed area for outdoor play. The group is registered for a maximum of 20 children aged from two to five. At present there are 25 children on roll, some of whom receive of funding. The group is open from Monday to Friday between 9am to 3am during term time only. There are six regular staff working with the children. All hold appropriate National Vocational Qualifications in childcare, three hold a Level 3, one a Level 4, one a Level 5 is who is also studying to obtain Early Years Professional status and one who is a also primary school teacher. St Dunstan's Honeybees supports children with special educational needs and children for whom English is an additional language. There is suitable access to the building for children and adults with physical disabilities. The group receive support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The provision enables all children who attend to make satisfactory progress in most areas of learning because they are happy and enjoy their work and play. The staff work well as a team and welcome the children into a safe and caring environment. There are good links with parents and carers, who receive plenty of information about how the pre-school is run. All staff have appropriate early years qualifications and are keen to pursue further training courses. There is satisfactory capacity to make further improvements.

What steps need to be taken to improve provision further?

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

- lead and encourage a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development that will improve the quality of provision for all children
- review the planning for children to have increased access to play experiences outdoors and enjoy frequent opportunities to develop their physical skills
- promote children's understanding of the need to adopt personal hygiene routines and to develop independence with regard to snack times.

The effectiveness of leadership and management of the early years provision

The staff at St Dunstan's Honeybees have all been through the appropriate safeguarding checks and have attended relevant safeguarding courses to make sure that the children in their care are well protected. They regularly attend other training to keep their knowledge up to date for the benefit of the children's development. As a result, children feel safe, well cared for and have good relationships with the staff. The premises are secure, clean and bright with some colourful displays. There are regular and routine safety checks. Although the classroom is small, efficient organisation and zoning enable the children to access different areas where there are activities for them to try. For example, the information and communication technology area next to the book corner provides children with a cosy corner where they can play computer games. The recommendation from the last report has been addressed and children now have more varied role-play areas and art and craft activities to try. However, the way snack time is organised means that children eat their snack at intervals and it is not always clear who has washed their hands and who has eaten their fruit and vegetables. This acts as an obstacle to children developing independence and undermines some health and safety routines.

The outside area has been well developed following the recommendation from the last report. However, children do not always have free access to outdoor play equipment and this has a negative impact on how well they develop their physical skills. There are good links with St Dunstan's Community School. Children use the school grounds for play and the school gardens for growing food. Links are strengthened when students come to the pre-school for work experience.

The self-evaluation process is in its early stages and not all staff are fully involved. All other relevant documentation, policies and procedures are in place to help the pre-school run efficiently. Staff are well acquainted with these because they are organised well. The child protection policy has been updated. Good links with parents and carers mean that all information is available and on display in the cloakroom, so that they know how the pre-school is run and what their children are learning. New parents and carers are welcomed, and given a tour and brief introduction before their children start. Consequently, they feel included and happy about their children's welfare. Newsletters give information about school events and good health advice. The staff are trying out new ways to plan activities for the children. Although still to be fully developed, strengths in the system include getting ideas from parents and carers, and the children themselves. Assessments are linked closely to the early years' programme. St Dunstan's Honeybees is an inclusive setting. Staff have introduced children to greetings in other languages, and books and pictures present positive images of people from around the world.

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

Children are happy, enjoy their time at St Dunstan's Honeybees and make satisfactory progress in their learning. They feel secure and leave their parents and carers without worries because they have good relationships with staff. The children make some choices about the activities they will engage in and sometimes work on a special project led by an adult. Many work quietly and concentrate well when cutting and sticking and when playing with play dough or when doing puzzles. In particular, they enjoy using the computer. They sit and chat about the programme with their arms around one another and learn to take turns. The children generally know how to behave and respond well to reminders from adults. Children feel safe. They learn about caring for each other and are good at tidying up so that toys are not left on the floor to trip over. After reminders from adults, they ride their bikes carefully and avoid collisions.

Children learn about making healthy choices in life. They learn about healthy eating and are given a choice of fruit and vegetables at snack time. However, the organisation of snack time means that children do not all eat together or enjoy a social occasion. It is not always possible to check who has washed their hands and who has had their snack. Children take their food from the plate with their hands and this compromises health and safety procedures.

Children develop their manipulative skills confidently by using scissors and sticking patterns, by painting and by building with small construction kits. They do not always have free access throughout the day to the outside area where they can improve their physical skills and engage in outside role play, riding bikes and trolleys, climbing and playing with large construction toys. Consequently, children do not have enough opportunities to develop greater physical confidence and independence.

The staff give children lots of praise and this gives them the confidence to have a go at activities or join in with a group. At story time, children are reminded to sit quietly and in an appropriate way. Staff take the opportunity to develop children's speaking and listening skills and to teach them songs and rhymes. Children need reminding to take turns and not to shout out. In these situations, they are successfully encouraged to develop good habits and helped to be good learners ready for the next stage in their education.

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	3
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	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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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

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