

# Honeypot Pre-School (Group 2)

Inspection report for early years provision

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EY264075

**Inspection date**

06/03/2012

**Inspector**

Julie Biddle

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**Type of setting**

Childcare - Non-Domestic

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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**

Honeypot Pre-School playgroup is one of two, individually run, pre-schools. It opened in April 2003 and operates from Stanmore Chapel Church Hall in the London Borough of Harrow. The pre-school is open each week day from 9.15am to 12.15pm term time only. All children have access to an outdoor area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for a maximum of 20 children. There are currently 37 children on roll. The pre-school receives funding for the provision of free early education for two and three year old children. The pre-school employs six staff on a full and part time basis, all staff have National Vocational Qualifications at level 3.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

Staff are highly skilled in recognising the uniqueness of each child and providing for their individual needs and interests. The children have a wonderful time as they play and learn in this highly inspirational environment. The individual needs of all the children are exceptionally well met through highly effective partnerships between staff, parents and children. In general, the outdoor area is used very well. The management team and the staff have very clear visions for the future and demonstrate a high level of commitment to addressing any improvement to enhance the service for the children. This results in an exciting learning environment for children.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- providing more opportunities for children to access the outdoor area in all weather.

## **The effectiveness of leadership and management of the early years provision**

The management team and staff demonstrate a high level of commitment to safeguarding children in the setting. Comprehensive policies and procedures are implemented consistently to make certain any concerns are prioritised and dealt with effectively. In addition, clear and robust recruitment procedures are in place to ensure all adults working with the children are suitable to do so. Staff complete detailed risk assessments for activities both indoor, and outdoor, and procedures within the setting.

The management team are inspiring and highly motivated. They share their enthusiasm with their extremely committed staff to build on the work of the pre-school. Staff are encouraged to attend training and to share their new skills, knowledge and ideas with one another. The staff group work very effectively as a team, and as a result improve the learning experiences for all the children. There are extensive self-evaluation systems in place, which include high input by the management, staff, parents and children. The systems identify areas of strength and for improvement. Targets set are realistic and achievable and support the continuous improvement of the pre-school. The highly motivated staff team are effectively deployed enabling all children to have independent learning experiences, throughout the day both indoors and outdoors. Children are actively encouraged to make choices about their play and have easy access to an excellent variety of toys and resources. Children benefit from an inclusive environment. The setting actively promotes equality of opportunity by ensuring that all children and their families are valued and respected. Staffs' planning for the individual child helps to support all children's progress. There is a exciting range of toys and resources which are used very well to help to promote children's understanding of diversity within our society.

Engagement with parents is exemplary. The staff make sure the needs of all the children are identified and met, through a two-way exchange of information. Parents receive weekly updates about activities in the setting. In addition they have meaningful opportunities to contribute to their children's learning. Information evenings give parents the opportunity to learn about the Early Years Foundations Stage and to take part in the activities their children enjoy. This contributes successfully to parents feeling included in their child's day and learning. Parents come into the setting to take part in special events such as concerts, parties and sports days. Parents are unanimous in the praise of the setting. In particular they mention the kind caring staff and how well their children's needs are met. The liaison between the key workers, parents and other providers of the Early Years Foundation Stage contribute exceptionally well to children's inclusion and the ongoing identification of their individual needs. The staff have a highly impressive understanding and strong commitment to supporting children with special educational needs and/or disabilities and children who speak English as an additional language. With parental support this includes identifying children's individual requirements and ensuring the appropriate professional support is accessed which further promotes inclusion.

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

Children relish their time in the highly stimulating and inspiring environment. They rush in and quickly settle to their chosen activities. Children make excellent progress because of high quality interaction of staff, a genuine interest in the children's enjoyment and their successful achievement. Children play a dynamic role in their learning; they offer their ideas and are responded to by the enthusiastic staff. For example children choose to put the train set away and play

with the animals. Staff have carefully considered the environment which is planned thoughtfully so children can choose what they do from a range of interesting and stimulating resources. The areas of the room support children to feel safe and secure. For example children lie on soft cushions to complete puzzles in the relaxed, calm, atmosphere. Staff are completely absorbed in conversations with the children using open-ended questioning skilfully to improve children's listening and speaking skills and inviting children to express their own thoughts. For example, children consider the sights and sounds they will experience on their walk to the park. Children excitedly remember the sounds the train had made and the driver sounding the horn for them.

Staff make learning fun for instance, they have a great time as they complete a splatter paint activity. Children are completely immersed in play that develops their imaginations as they imitate everyday experiences such as making cups of tea in the home corner. They learn to use a variety of tools and equipment through everyday routines, such as a knife to cut fruit and the computer mouse as they follow instructions on the computer. They take part in trips in the community and spend time before the trip reinforcing their understanding of how to keep themselves safe. Children are enthusiastic as they talk about the colours of the traffic lights and what they do when the lights are red, green and amber. Children continue to learn as they sing songs about the colours of traffic lights. Children are completely involved in problem solving activities as they sort and count objects, and identify colours, numbers and shape.

Children are encouraged to embrace diversity; they use a range of positive image resources and take part in many activities to help them to understand the wider world. For example they explore other cultures in their own community and further afield through special themes and festival celebrations. Children enjoy excellent opportunities to access creative resources. They create wonderful pictures of the snow using paint and glitter. Children look at artists impressions of snow before they paint, so enhancing their understanding of how to use colour.

Children adopt very good hygiene routines and positive steps are taken by staff to minimise the risk of cross-infection. Healthy eating is a priority and parents supply a varied range of fresh fruits for snack time. Children recognise fruits such as kiwi and pineapple. Furthermore, children make excellent use of the outside area. Very effective staff deployment means they can access this area as they wish. However, this area cannot be used in all weathers. Children show a keen sense of keeping safe and free from harm. They understand how to take safe risks. They laugh as they use ride along toys to wizz down the ramp in the outside area. Children soak up new experiences provided by the rich learning environment and staff's expertise. Consequently, they develop extremely positive attitudes to their learning and this prepares them well for the future. Children are very confident with the routine and show a strong sense of belonging. They are comfortable with each other, and show respect to the staff, their friends and visitors. Children are able to express how they have enjoyed activities, by colouring in happy faces, and staff writing children's words about the activity.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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