

# Honor Oak Pre-school

Inspection report for early years provision

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<b>Inspection date</b>	27/03/2012
<b>Inspector</b>	Rebecca Hurst

<b>Setting address</b>	39 Honor Oak Road, Forest Hill, Lewisham, SE23 3SH
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<b>Type of setting</b>	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*.

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## Description of the setting

Honor Oak Pre-school is privately owned and was registered in 2011. The setting runs from church premises in Forest Hill, within the London Borough of Lewisham. The pre-school has the use of a main classroom and the garden, as well as a large hall for snack time and physical play.

Sessions run from 9.30am to 2.30pm, and morning sessions run from 9.30am to 12.30pm each weekday during term time. The pre-school serves the local community.

The pre-school is registered on the Early Years Register. The pre-school is registered to care for up to 16 children aged from two years old to under five years and of these, not more than eight may be under three years at any one time. There are currently seven children on roll.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled because the pre-school creates a stimulating, safe and secure environment. Overall, children learn about healthy lifestyles and most activities are well organised to promote their learning. Children are valued and supported to make the most of their abilities, making good progress. The pre-school evaluates their provision well. They seek to improve the learning opportunities provided, working towards the best possible outcomes for children. As a result, the pre-school has a good capacity to maintain continuous improvement.

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

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

- increase children's opportunities to gain independence skills, for example at snack time
- support and extend children's development and learning by using open ended questions

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

Staff have a good understanding of child protection and how to safeguard the children in their care. Detailed risk assessments are carried out with daily safety checks to enable the children to play in a safe environment. Good fire evacuation procedures are in place and another fire drill is planned shortly so the children are aware of what to do in an event of an emergency. Good procedures are in place to enable the owner to check the suitability of staff to work with children. This enhances the safety and welfare of the children. Resources are well placed enabling children to make choices in their play. They happily move around the pre-school safely as the resources are well laid out to allow this. The children learn about a good range of different festivals and celebrations from around the world. Staff are aware of the children's backgrounds and they use this information when planning activities to ensure a good range of opportunities is offered to teach children about the wider world around them.

Staff have training each week during their staff meetings. The owner and staff look at different aspects of early years they wish to know more about and work together to update their knowledge and skills. Recent training has included behaviour management, food hygiene and planning. This allows the staff to keep up to date with their knowledge of early years. Good partnership working with parents is in place. Regular newsletters allow the parents to see what is happening within the pre-school and what the current learning topics are. Parents also have regular meetings with staff to discuss their children's learning and development. Currently children do not attend any other settings; however, staff are aware of the importance of information sharing.

The pre-school works closely with the local authority to make sure all policies and procedures are up to date and that planning systems meet the needs of the children. Self-evaluation is good. The owner is able to clearly identify the pre-schools key strengths and staff are currently working on areas of development. Staff use discussions with parents to shape the activities and services provided.

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

Children are happy and settled. Children's self esteem and confidence levels are greatly nurtured and boosted by the strong relationships they have built with the staff. They like to snuggle up with the staff while they read stories, and gain reassurance from them. Children enjoy choosing the stories they like and listen intently to the staff reading them. However, at times children's learning is not fully enhanced as staff do not always use open-ended questions to help children to think for themselves. Children are making good progress with their speech and show that they are becoming inquisitive learners, showing curiosity in all that is

going on in the setting.

Children enjoy phonic sessions. Staff make it interesting for them by playing games to catch the phonic that is being spoken. Children clearly identify items beginning with 'f' such as fingers, frogs and fish. This enhances their learning skills for the future. Good planning is in place to show the learning intentions for the children and how staff can aid their development. Staff make effective observations of the children's learning and development and these show the good progress children make from when they first start at the pre-school. The organisation of group time allows children to become restless due to the time spent sitting. Staff are consistent in their positive approach to behaviour management and children are well behaved.

Overall, children have good opportunities to learn about their own health and know the importance of good hygiene. They enjoy freshly prepared healthy snacks and bring their own packed lunches which are healthy. Staff talk to the children about the importance of exercise and children have daily opportunities to enhance their physical skills. They have a good range of physical resources both inside and out to allow them to exercise and learn about healthy lifestyles. Staff prepare the snack and pour the drinks for the children. Consequently, children are not encouraged to be independent at this time or have opportunities to discuss and learn more about healthy food.

Children enjoy exploring the musical instruments. Children happily take the lead in activities and confidently ask the other children to stop playing so that the quiet instruments can be heard. Children work well together and respond positively to the requests made by their friends. They enjoy playing along to nursery rhymes and experimenting with the different sounds their instruments make. The children enjoy making their own Easter eggs. Children use cotton buds to make small detailed patterns on the egg and show off their end results.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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