

Honeypots Pre-School Walton

Inspection report for early years provision

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Inspector Angela Scollan

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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*.

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Description of the setting

Honey pots Pre-School Walton is one of two provisions owned by the same proprietor. It registered in 2002 and is situated in Ashley Park Pavilion, Walton on Thames in Surrey. The pre-school serves the local community. It has use of one room, a secure outdoor area, kitchen and toilet facilities. It is registered on the Early Years Register to care for 38 children at any one time. There are currently 42 children aged from two to five years on roll. The pre-school receives funding to provide free early education to children aged three and four years. It is open each weekday from 9.15am to 12.30pm, term time only. Parents have the option of booking their children into the lunch club, which runs from 12.30pm until 1pm. Children attending the lunch club bring a packed lunch. The pre-school currently supports a number of children with special educational needs and/or disabilities and children learning English as an additional language. There are six members of staff, all of whom hold appropriate early years qualifications, including one with Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The pre-school offers a welcoming, nurturing and inclusive environment. Robust procedures are effective overall in promoting children's welfare, learning and development. Children have access to a good variety of play experiences and resources, both indoors and outside. Partnerships with parents and external agencies are generally effective to ensure that all children receive good care in line with their individual needs and interests. The management team leads by example in driving continuous improvement. The staff team effectively evaluates practice to improve outcomes and learning opportunities for all children.

What steps need to be taken to improve provision further?

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

- further extend processes to encourage further parental involvement in the pre-school
- extend staff interactions to challenge children's thinking across all activities
- develop the labelling of resources to encourage children's literacy skills.

The effectiveness of leadership and management of the early years provision

Staff protect children effectively as they are vigilant and have a good understanding of local safeguarding procedures. Recruitment and vetting processes effectively assess the suitability of staff to care for children. Staff

enhance safety and security successfully, both inside and outside. For example, they undertake detailed risk assessments so that children are able to move safely and freely around the building and outside area. Staff organise and monitor the environment well to offer challenging resources and activities. This process allows children to play freely in areas of their choice and to extend their own interests. Children have easy access to resources, although staff do not always clearly label these to encourage literacy and independence skills. Staff support children generally well, although at times do not challenge and extend children's thinking fully in all activities on offer. Staff, parents and the manager contribute to the pre-school's reflective self-evaluation process, which takes account of all aspects of the provision. This process is successful in identifying strengths, together with areas for development. Plans for the future include enhancing the environment and activities to further promote inclusive practice. Staff use their initiative to creatively set high standards, which they embed across most areas of practice. They are successfully meeting all recommendations from the last inspection.

Staff integrate and support all children effectively, taking full account of their starting points and individual needs. Consequently, outcomes for children and their learning experiences are good overall. Resources reflect cultural links to the community and welcome all families effectively. Parents speak positively of the staff and all they do for the children. For instance, parents appreciate the time staff spend supporting children during transition periods. Consistent information sharing and approachable staff means that parents are well informed about most aspects of their children's achievements and well-being. Staff generally encourage parental involvement in the pre-school. For example, parents are offered a fair range of opportunities to share stories and celebrate festivals from their different cultural backgrounds. Partnerships with other professionals and external agencies promote inclusive practice effectively. For instance, staff invite a wide range of professionals into the pre-school to share information and resources, and to challenge gender roles effectively. This process has a positive impact on all children.

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

Children make good progress in their learning, as staff are knowledgeable about the Early Years Foundation Stage and undertake regular training. Children enjoy a nurturing and creative learning environment. They thoroughly enjoy taking part in a varied range of stimulating activities, both indoors and outdoors.

Children benefit from their key person's clear knowledge of their individual needs. For instance, staff use observations of progress effectively to plan challenging activities to extend learning and development. Assessment records clearly identify children's starting points and areas of interest. Consequently, activities, overall, extend children's thinking effectively. Staff interactions promote children's learning effectively, although they are not always consistent in challenging every child.

Children develop a variety of communication skills through stimulating

conversations. For example, staff encourage them to share their thoughts and concerns about starting a new school. Children develop a good understanding of written language through the generally successful use of books, name cards and signs. However, the use of labels to promote literacy around the pre-school environment is not always fully effective. Children develop their creative skills using paints, collage, water and dressing up clothes, which staff support with mostly well-timed and inventive interactions. Children have good access to information and communication technology to support their learning. These resources contribute effectively in helping them to develop good skills for their future lives.

Children develop their problem solving skills through practical activities with effective support from staff. For example, when playing outside, children predict and estimate how many jugs of water it will take to fill a container. Staff actively encourage group games and physical activities to develop turn taking, counting and listening skills.

Children develop a good understanding of healthy and safe lifestyles. They benefit from easy access to the outdoor play area, which provides plentiful fresh air and exercise. They enjoy healthy and nutritious snacks, which include fruit and vegetables. They develop independence skills by helping to prepare their snack, serving themselves and pouring drinks. They have a clear understanding of keeping safe. For example, when play equipment goes beyond the designated pre-school area, children support each other confidently to remember their agreed safety rules.

Staff nurture children's well-being effectively through warm and purposeful interactions. Clear boundaries help children to develop positive behaviour and staff use consistent praise to celebrate achievements. Older children contribute to the welfare of others when they guide younger children in learning the routines of the pre-school. For instance, they display a good sense of belonging as they help to tidy up, wipe tables and display their creations with thoughtful support from staff.

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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