

Honeypot Pre-School - Willingham Primary School

Willingham Primary School, Thodays Close, Willingham, CAMBRIDGE, CB24 5LE

Inspection date

Previous inspection date

15/10/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

The quality and standards of the early years provision

This provision is good

- Free-flow access to a stimulating and well-organised outdoor environment enables children to follow their individual interests and promote their own learning opportunities.
- Practitioners model and encourage the use of mathematical language well and ask children questions to effectively promote their curiosity about numbers.
- Children behave very well and show high levels of co-operation given their age and stage of development. This enables them to play together and create their own imaginative play situations.
- Relationships with parents are strong and there are clear systems in place so they care share in and contribute to their children's learning experiences.

It is not yet outstanding because

- The setting does not always fully promote children's independence, for example, when making decisions about appropriate clothing when ready to play outside or when creating adult led collage activities.
- Although practitioners know the children very well and therefore meet each child's individual learning needs well, the monitoring of children's next steps is sometimes unclear as the system in place is overly complex.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed children's play and the interactions with practitioners, both indoors and out.
- The inspector had meetings with the manager and the nominated person and examined underpinning documentation, such as policies and procedures.
- The inspector had discussions with a number of parents and carers in order to gain their views about the quality of the provision.
- The inspector provided feedback about the outcome of the inspection to the manager, the deputy, nominated person and representatives of the school governing body.

Inspector

Veronica Sharpe

Full Report

Information about the setting

Honeypot Pre-school is run by the Governing Body of Willingham Primary School and was re-registered under this management in 2012. It operates from two main rooms in a single storey building in the grounds of Willingham Primary School, Willingham, Cambridgeshire. There is an enclosed area available for outdoor play. The setting opens Monday to Friday

during school term times. Sessions are from 9am until 12 noon and from 12 noon to 3pm. All day sessions are available to children once they have turned three-years-old.

The setting is registered on the Early Years Register. There are currently 46 children on roll in the early years age range. The setting provides funded early education for three- and four-year-olds. There are a small number of children on roll who speak English as an additional language. The setting employs five members of staff. Of these, four hold appropriate early years qualifications at level 3 or above. One staff member has achieved Early Years Professional Status and one member of staff is working towards an early years Foundation Degree. The setting is a member of the Pre-school Learning Alliance and receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- support children's ability to enhance their own independence, for example, by enabling them to make decisions about outdoor clothing, and having greater choices in adult-led craft activities
- further develop the monitoring of children's observations and assessments to enhance practitioners' ability to effectively and consistently track each child's progress.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Practitioners know the children very well and have a good understanding of how children learn and develop. There are robust systems to monitor the provision of activities and resources to ensure each child makes good progress in their learning and development. Planning and assessment is well established and shows staff have a consistent understanding of children's skills and interests. However, the system in place is overly complicated, requiring practitioners to produce excessive, and sometimes duplicated, paperwork. This hinders practitioners' ability to fully focus on planning for what each child needs to do next.

Parents are encouraged to be involved in their children's learning in varied ways, for example, parents are invited to join in sessions and share their knowledge with the children. One parent brought in a farm tractor as part of a harvesting theme, whilst another shared his love of harmonicas. Learning journeys illustrate children's

achievements and these are easily accessible to all parents; the honey bee cards enable parents to share their children's home experiences and celebrate any 'wow' moments. Parents provide comprehensive information about what their children enjoy and can do, which gives practitioners a clear idea of starting points. Summative assessments and regular meetings ensure parents are kept fully up-to-date.

Practitioners are skilful in the way they support children's learning. They model and use numbers well, promoting children's curiosity and encouraging them to think. For example, prompting children to consider how long a sand timer runs for, and will the big one be empty before the small one. Children sing lots of counting songs, learning to add up, count in order and know which number comes before four. Practitioners show a good understanding of the importance of adult intervention; they take time to watch children's activities and listen to the children before offering their help. This enables children to think for themselves and be active learners.

Children show a real interest in books and gather round a practitioner for spontaneous story times. They make their own treasure books, using photographs of their activities and their families. These are easily accessible so children can look at them by themselves and share them with others. Listening skills are promoted well because practitioners know how to engage children's interest. They read lively active stories and encourage children to join in, sharing out the objects from a story sack. As a result, children listen intently so they know when it's their turn to introduce their object into the story. Practitioners routinely use phonics with older children so they become accustomed to how letters and words are formed. They link this learning well with the shapes of letters, so children can easily pick out their written names, or the names of the days of the week. Developing these skills means children are well prepared for the next stage in their learning.

The outdoor area is well organised and offers children a stimulating and exciting play area. Children show good cooperative skills as they discuss and negotiate how to build a runway for toys cars, using available guttering. They have good imaginations and show they understand the world around them, for example, one child finds cones to mark an 'exit'; it's a fire exit, he says. Large play equipment, such as a climbing frame and balance beams give children excellent opportunities to be active and develop their physical coordination.

Children enjoy their creative experiences and use paint, dough and glue with enthusiasm. Some children draw very competently on the white boards, and energetically scrub their drawings away, showing their interest in the process, rather than the end product. Practitioners skilfully encourage children to mark their work and ensure there are ample mark-making materials throughout the setting. Adult-led arts and crafts occasionally lack imagination and limit children's ability to make independent choices about the materials they use.

The contribution of the early years provision to the well-being of children

The key person system effectively ensures children develop a secure relationship with their named adult. Settling in visits are arranged so children have good opportunities to

become familiar with the setting. New children appear very comfortable and become quickly involved in the activities. Initial meetings with parents ensure practitioners know about and understand each family's individual backgrounds. This helps to ensure each child has their own needs met. Families who have English as an additional language are supported well by knowledgeable practitioners. Resources, such as the bilingual book, are used effectively to ensure parents and carers understand the routines of the setting. The premises offer a welcome to families from other countries by displaying posters and photographs that celebrate diversity.

Practitioners understand the value of encouraging children to do things for themselves, and this is mostly achieved well. For example, children put their own plates and cups away after snacks, and freely help themselves to the plentiful resources. Sometimes practitioners miss further opportunities to extend children's independence, for example, when preparing to go outside. Older and more able children show a good understanding of healthy lifestyles and wash their hands appropriately without adult support. Meals and snacks are mostly provided by parents, but the setting offers parents constructive advice about the foods children enjoy and ensures it is healthy and nutritious. Children learn about foods that are good for them because they help to plant and grow them in their garden. They harvest beans, potatoes and beetroot to eat with their snacks and find out how to care for plants so they thrive. Children's free-flow access to the outdoor areas means they have ample times to benefit from fresh air and active exercise.

Behaviour is very good, with even the youngest children developing their understanding of rules and boundaries well. Practitioners show effective role modelling and promote good manners by example; they sensitively remind children about their behaviour where necessary. Overall children are happy and interactive, younger children play readily with older ones and it is good to see spontaneous activities involving differing groups of children. Children negotiate and cooperate well; practitioners are watchful so they can provide appropriate guidance, but ensure children have the time to solve their own disputes. Children demonstrate a good understanding of keeping themselves safe, for example, they follow simple rules, such as not standing on chairs. They help put away their toys, hang up their aprons and keep their feet to themselves when seated on the mat.

Children find out about the next stage in their learning through regular visits to their main feeder school. They join in with events, such as harvest festival, and see some of the school staff in their pre-school. Practitioners plan for children's moving on during the summer term, when they begin to help children understand about the move into 'big school' so they can anticipate it with pleasure. Newsletters and meetings with parents help to ensure there is a consistent approach to helping children move on with confidence.

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

Practitioners show a good understanding of safeguarding issues and know and understand the settings policies and procedures. All practitioners attend basic safeguarding training on a regular basis to update their knowledge. This helps to keep all children safe. Robust risk

assessments and daily checks of the premises ensure children play in a safe and secure environment. Most practitioners hold first aid qualifications so they know how to respond to accidents. Safeguarding policies and procedures are regularly reviewed; new policies, such as the use of mobile phones, are being implemented.

Practitioners are very well qualified and have a good, all round understanding of the Early Years Foundation Stage. Regular and effective monitoring of the provision by the manager and her team makes certain that resources and planned activities promote children's learning and development across the areas of learning. Practitioners meet together formally on a monthly basis so they can improve their working practices and ensure the provision runs smoothly. Those staff who are currently improving their qualifications are encouraged to share their new knowledge and implement new ideas. This helps the staff team maintain their enthusiasm and ambition. New line management within the school senior management team means staff will have regular opportunities for one-to-one supervision.

Parents are very positive about the setting; they say it offers children a clear structure and firm boundaries. They say their children enjoy their time in the setting and that they are very pleased with their children's progress. They receive good information about the staff and their key person, which reassures them when their children first start. The setting works well with other professionals to meet any special educational needs and/or disabilities, for example, there are good links with the speech and language team. A qualified Special Educational Needs Coordinator (SENCO) monitors any children with additional needs and works closely with parents. There are good links with the school SENCO so the transition into school meets children's needs. The setting works in partnership with the local children's centre and sometimes joins in joint training, such as the One, Two, Three Magic behaviour course.

The staff team carry out their own evaluations of the provision to identify any areas for development. They work with their local authority advisors to prioritise changes, such as the implementation of the revised Early Years Foundation Stage. Practitioners know what needs to be done, for example, they have reviewed their policies and procedures to ensure they continue to meet the needs of the families who attend. Parents are asked for their views on a regular basis and they say they have seen good improvements over the last few months. Until recently the formal, written self-evaluation process was undertaken by the school as a whole, but has now been delegated to the manager and her team. This will enhance their ability to be more specific about the changes they want to make to improve the pre-school provision.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
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Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY444534
Local authority	Cambridgeshire
Inspection number	791341
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	45
Number of children on roll	46
Name of provider	The Governing Body of Willingham Primary School
Date of previous inspection	Not applicable

Telephone number	01954283030
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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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