

# Honeyshute Pre-School

Eggbuckland Church Hall, Church Hill, Eggbuckland, PLYMOUTH, PL6 5RN

## Inspection date

Previous inspection date

25/02/2013

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

- Staff have close warm relationships with children, so that they are confident and secure in the setting.
- Staff fully encourage children's awareness of and ability to identify and express themselves and their feelings.
- Staff always encourage children's independence, enabling them access resources independently and start to care for their own physical needs.

### It is not yet outstanding because

- Staff do not make full use of opportunities to reinforce and consolidate children's learning in meaningful ways. For example, by labelling their own art work and comparing how many children there are to place mats or numbers of bowls and cups.

## 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 activities in the playrooms and the outside learning environment.
- The inspector held meetings with the owner/manager of the provision.
- The inspector looked at assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children.

## Inspector

Lynne Bowden

## Full Report

### Information about the setting

Honeyshute Pre-School registered in 2012. It is privately owned and operates from the church hall in Eggbuckland, Plymouth, Devon. There is a secure area for outdoor play activities. The setting opens each weekday from 8am until 3.30pm during term time. The pre-school is registered on the Early Years Register and there are 12 children on roll. The pre-school receives funding for early years education for children aged three and four years. Three members of staff, including the owner, work with the children. Two hold early years National Vocational Qualifications to level three and the third has a level two

qualification. The setting 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:**

- make full use of routine opportunities to reinforce and consolidate children's learning in meaningful ways.

### **Inspection judgements**

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

Children make good progress in their learning and development. Staff cover all areas of learning in the educational programme. Outdoors children develop coordination as they enjoy playing ball games such as catch and learn to pedal and steer vehicles around the play area. Indoors they develop small muscle skills handling materials as they create collages and use paint brushes. They enjoy pouring sand between containers, but staff do not always provide opportunities for children to use this skill in pouring out their drinks at mealtimes. Staff skilfully encourage children to communicate and express themselves as they ask children about events during the half term holiday and any pets that they have or would like to have. They show their familiarity with the rules of a memory game and patiently wait their turn at identifying missing objects.

Children enthusiastically participate in imaginative play. They enjoy dressing up and discuss and create scenarios, for example an imaginary thunder storm, leads to everybody happily rushing for shelter in the playhouse. Children enjoy painting pictures of their pets, carefully choosing appropriate colours and discussing and describing their pets. They thoroughly enjoy playing a variety of musical instruments, following instructions to vary the volume, between loud and quiet. Children concentrate intently as they watch for visual signals to start and stop the music. They enjoy choosing, singing and carrying out the actions of familiar songs.

Children concentrate and listen carefully to stories, waiting to take their turn to act out the plot, with props. At snack time they find their name place mats and discuss the letters and their shapes that go to make up their names. However, the staff do not encourage children to use this knowledge to attempt to label their artwork themselves. Children show and develop their awareness of shape and size as they identify and match shapes for a shape sorter and enjoy completing jigsaw puzzles. At snack time, staff encourage children to count how many are present and so identify how many bowls are needed. However,

staff do not always develop and extend this. For example by presenting children with more bowls and asking children how many extra bowls they have.

Staff discuss and identify children's starting points, linked to development matters, with parents and based on their own observations. They use this information to identify children's next steps and plan appropriate activities to promote their progress. Children's learning journals are available for parents to read. Staff invite parents in to meet and discuss their children's progress with them each term and regularly discuss children's progress informally. They share techniques from the Every Child a Talker programme, with all parents to promote children's communication and speech development.

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

Children establish and develop close and warm relationships with staff, which results in them being confident and growing in independence. They learn to dress themselves appropriately for outdoor play and proudly show the techniques they use to do this. They enjoy taking responsibility and enthusiastically help to sweep sand up and tidy toys away. They show pride in their achievements, as when they complete a jigsaw puzzle. Staff are aware of and take account of factors such as tiredness or frustration that can affect children's behaviour. They sensitively support children to recognise different emotions and express themselves appropriately. This results in children learning to behave well, negotiating and sharing resources with support from adults.

Children become familiar with the evacuation procedure as they take part in drills each month. Staff carefully explain the dangers of running indoors and of tripping over long dressing up clothes, so that children begin to learn to keep themselves safe. They benefit from energetic daily outdoor play and begin to learn about healthy diets as staff discuss the different foods that they are eating.

The premises are bright and clean and with comfortable areas for floor play and looking at books. Resources are good quality and engage children's interest. The storage of resources in see through containers makes it easy for children to access resources independently. Children become aware of difference and diversity through their daily use and access to books, dolls and small world toys, showing people with a range of skin tones and of differing ages. Children's increasing independence, communication skills and confidence prepare them for future transitions, such as starting school.

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

The provider and her staff have a clear understanding of their responsibilities regarding the safeguarding and welfare requirements. All the staff have had checks carried out regarding their suitability. Appropriate policies and documentation are available to enable staff to meet welfare requirements. Staff are aware of child protection procedures to be followed if they have any concerns about children and some have previous experience of

child protection issues. The premises are secure and safe.

Staff have a secure understanding of and commitment to meeting the learning and development requirements. They make effective use of guidance in the Development Matters in the Early Years Foundation Stage document to identify children's development. They record these in children's observation records and assessments. This information informs planning for individual children and supports their progress across all areas of learning. Links are in place with other providers, enabling them to share information about children's progress. Partnerships with parents are good. Parents and staff are able to share information regularly. Notice boards include information about children's development, how to support and promote children's speech and healthy eating. These also include contributions from parents with ideas for healthy packed lunches.

Staff monitor children's use of resources and use this information to adapt and rearrange the playroom to encourage better access. The owner and staff are evaluating their setting against the Bristol standards. This demonstrates their commitment to the continuous development and improvement of the provision. With a small team the owner knows her staff well and is supportive of staff development and their accessing training.

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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.
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

<b>Unique reference number</b>	EY449348
<b>Local authority</b>	Plymouth
<b>Inspection number</b>	880424
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	12
<b>Name of provider</b>	Tamsyn Claire Shute
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01752 769964

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

