

# Honeypots Pre-School

Portmore Way, Weybridge, Surrey, KT13 8JD

<b>Inspection date</b>	29/01/2013
Previous inspection date	23/09/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- Qualified and knowledgeable staff have a very good understanding of how children learn.
- Partnership with parents is extremely well established; they understand how their children are progressing and are encouraged to be actively involved in contributing to the planning.
- The manager has developed very effective systems to monitor the educational programme and the performance of staff.
- The key person system is strong. Children are happy, settled and confident because staff know children well and meet children's changing needs and respond to their developing interests.

### It is not yet outstanding because

- There is not always sufficient quantity of some special items of play equipment for group activities, which prevents children from gaining complete enjoyment because some have to wait for their turn.

## 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 toddler and pre-school rooms and outside area.
- The inspector spoke with the manager and staff members at appropriate times during the inspection.
- The inspector sampled children's development profiles, planning documents, settings self-evaluation and a sample of policies.
- The inspector completed a joint observation with the manager.

## Inspector

Daphne Brown

## Full Report

### Information about the setting

Honey pots Pre-school (Weybridge) is one of two privately owned pre-schools and it opened in 2002. It operates from the Weybridge Youth Centre in Weybridge, Surrey. Children have access to an outdoor play area comprising playground and grassed area. The pre-school is open five days a week, during school term times from 9:15am-12:30pm. Children over the age of three may bring a packed lunch and stay for lunch club until 1pm. A maximum of 45 children may attend the pre-school at any one time. Most children come from the local area and attend for a variety of sessions each week. Funding for the

provision of free early education is available to children aged three and four years. There are currently 33 children, aged from two to four years, on roll. The setting supports children with learning difficulties and/or disabilities, and children who speak English as an additional language. There are seven members of staff who work with the children. All members of staff have appropriate early years qualifications and one member of staff is currently attending a further training course. Three members of staff hold a current first aid certificate. The setting receives support from the Early Years Childcare Service.

### **What the setting needs to do to improve further**

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

- provide sufficient resources for children to share, so that waiting to take turns does not spoil enjoyment.

### **Inspection judgements**

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

Children benefit from a broad range of activities, which staff carefully plan to stimulate their interests and involvement. Staff learn about children's starting points through very effective communication with parents. Parents complete an 'All about me' form, which includes information about their child's interests and development prior to them starting. This helps children settle, as staff are able to plan for their individual needs and interests. Staff are skilful at carrying out weekly observations, which they competently use to ascertain children's next steps in learning. The manager has developed very good systems to involve parents in their child's learning as well as encouraging parents to play an active part in the sessions sharing their skills and knowledge. This includes taking account parent's views in the new two year progress check. This promotes a shared approach to reflecting on the importance of what children learn at home, as well as in the setting.

All staff are knowledgeable regarding the revised Early Years Foundation Stage. They work meticulously to ensure they know where each child is at in their learning and development. Staff use their weekly observations to inform the following weeks planning so that activities are linked to children's current interests. Consequently, children are making good progress in all areas of their learning.

Interaction between staff and children is good. Staff skilfully engage children in conversation progressing their communication and language development. Young children enjoy stories and looking at books shared by staff. Staff use effective questioning to

extend children's vocabulary and their thinking skills. For example, children talk about whether the crocodile in the story is helpful as it uses its teeth to cut up fruit.

On arriving children register themselves, selecting their name cards and displaying them. Children are able to self-select resources indoors and outdoors, so are in charge of making their own decisions. This promotes their independence as well as giving children a sense of belonging. Young children enjoy the introduction of a new toy, a large four-in-a-row counter game. This leads to lots of learning opportunities across several areas as children talk about the colours and shapes of the counters, counting how many in the rows and columns and encouraging sharing of the counters. Pre-school children enjoy an organised and well-resourced room where activities are selected to support all seven areas of learning. Signs and labels create an environment rich in print and help children learn about words. Children enjoy free drawing, recounting previous experiences and discussing them with staff. Children become deeply involved in cutting and sticking, scrunching up some pieces of paper and explaining they are making a road with bumps. This freedom allows children to practice and master manipulative skills important to developing writing skills as well as being imaginative.

Opportunities to extend children's understanding about the wider world are encouraged. Children enjoy noticing the changes in the bulbs they have planted indoors and outdoors. Staff allow the children to take one of the bulbs home to care for it, therefore learning how to care for their environment. Different festivals are celebrated so children learn to understand about other cultures and religions. Children listen to Chinese music and use ribbons to express their feelings. However, there are not enough of the longer ribbons for each child and some have to wait their turn. This effects the enjoyment of the activity for them.

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

Children's emotional and physical well-being is promoted well as all children have a key person who continually assesses their learning and development needs. This is complimented by all staff working seamlessly as a team to ensure that all children are included and have equal opportunities to achieve and develop. Children's creations are valued by staff as they give children time to talk about what they have made as well as displaying their art work. Staff value opportunities to develop children's understanding of the world around them. For example, children and staff discuss a story which has pictures of people with disabilities and then encourage them to think about how we are all different, by comparing children's differing eye and hair colours.

Good relationships established with parents significantly support the smooth transition from home to the setting. Children feel valued as staff greet them warmly when they arrive. Some children in the pre-school confidently enter the setting before their parents and independently put their belongings away before saying goodbye to them. This helps develop children's independence and prepare them for transition into school.

Staff work hard to set out the resources and equipment ready for the children's arrival.

They create a welcoming and stimulating environment which promotes learning and development across all seven areas. The organisation allows children to make choices in their learning. Staff carefully plan a balance of adult and child-initiated activities, which are linked to the observations and assessment staff complete on a regular basis. This helps develop children's motivation and desire to engage in meaningful learning activities, which contributes to children behaving well. Staff act as good role models and actively encourage children to think about their behaviour. For example, when children sit on a book, staff calmly explain that this might damage the book, and suggest children pick them up and move it before sitting down. This also encourages children to take responsibility for their environment.

Children's individual health and physical development are promoted very well. Children's specific needs are documented well and understood by all staff. Consequently, children are learning about healthy lifestyles. Healthy snacks of fruit are provided and parents are asked to provide a healthy lunch box for their children if they stay for lunch. Children enjoy making cakes for a cake sale and staff talk to the children about why cakes are for treats. Staff have made games for children to play which help them understand which foods are healthy and which are for treats. Thereby developing children's understanding of how to keep themselves healthy. This is supported by daily sessions in the outdoor area where children enjoy developing their physical skills. They confidently ride on bikes manoeuvring them around other resources and staff suggest ideas on how to use a variety of other equipment. Children also learn about how exercise affects their bodies as staff encourage children to notice the difference to their heart beat after jumping up and down. Staff understand how important the outdoor area is and that it can be used as another learning environment to encompass all seven areas of learning and development. This helps support those children who prefer and enjoy learning in this way.

Staff are very vigilant about promoting the safety of all children and also about teaching children how to keep themselves safe. A recent visit from the police and road safety officer provide opportunities for children to think about clothing they could wear so they can be seen in the dark.

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

The manager is fully committed to improvement and continually strives to ensure that all children achieve well in all aspects of their learning and development. As a result, the manager continually monitors the educational programmes to ensure that there is differentiation in the planning for individual children to meet their needs and interests. The manager and staff work well as a team. Staff appraisals are used effectively to support their continual professional development and also to contribute to the settings self-evaluation. This helps support staff morale both within a climate of trust and a culture of team work. Self-evaluation is on-going and enables existing good practice to be maintained and built upon. It takes account of the views of staff, children and parents. Since the last inspection the setting has addressed all the action and recommendations, especially in relation to the process and effectiveness of the observations, assessment and

planning. Children enjoy fund raising for the setting by organising a cake sale and then voting on the resources they would like to purchase with the money.

The manager and staff recognise the importance of working in partnership with parents and others involved in children's care and learning. Staff have embraced the changes to the revised Early Years Foundation Stage and started to implement the two-year progress check. Meetings with parents are organised to discuss this check and compliment other regular planned meetings to review children's progress and discuss any concerns. A variety of other methods are used to engage parent's in their child's learning. A 'Homelink' curriculum is in place and allows parents to support their child's learning and development at home as well as encouraging parent participation during the sessions. Termly newsletters are sent out to parents and there is also a parent's notice board in the setting. These all contribute towards involving and keeping parents informed about their child's progress and consequently enhancing children's enjoyment of learning.

Safeguarding policies and procedures are comprehensive and up to date and are fully understood by staff. This supports the safety and welfare arrangements in place for the children. Staff are deployed well and are vigilant about assessing and managing risk in order to effectively promote children's safety. For example, when children are building a tower from bricks, staff discuss with them what might happen if they build it too high and how it could fall and hurt someone. Staff create an environment that is welcoming and safe where children enjoy their learning and grow in confidence. This ensures that all children receive a happy and enjoyable experience that helps them prepare for their next stage in learning.

## 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>	EY218324
<b>Local authority</b>	Surrey
<b>Inspection number</b>	900897
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	45
<b>Number of children on roll</b>	33
<b>Name of provider</b>	Honeypots Ltd
<b>Date of previous inspection</b>	23/09/2010
<b>Telephone number</b>	01932 829275 07810 882062

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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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