

The Honeypot Pre-School

32 Fairmead Road, Yeovil, Somerset, BA21 5SE

Inspection date

06/06/2013

Previous inspection date

23/10/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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

- Children enjoy an exciting range of experiences both in focused and self-initiated activities where staff deploy themselves well to support children's development.
- The small staff team work well together to reflect on practice to drive improvement.
- Children who are progressing to school are very well supported to gain the skills for their next stage in learning.
- Children are happy and settled as staff develop positive and caring relationships with them ensuring that there is a warm and welcoming learning environment.

It is not yet outstanding because

- The organisation of group times on occasion does not encourage younger children's listening skills fully and support their decisions when their attention wanders.
- Staff do not always fully encourage children to explore a wide range of materials, and to solve problems independently when they arise.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 in the indoor and outside environments and the staff's interactions with them.
- A joint observation with the manager was offered but not possible.
- The inspector talked with staff, committee members, parents and children at convenient times.
- The inspector sampled a range of documentation including children's development records and the setting's self-evaluation.

Inspector

Rachael Williams

Full Report

Information about the setting

The Honeypot Pre-school is a committee run facility, which opened in 1990. It operates from a chalet bungalow, which is situated within a residential area of Yeovil, near to RNAS Yeovilton. Children have use of play areas on the ground and first floors of the premises. There is a rear outside play area. The pre-school is registered on the Early Years Register and provides care for children aged between two and five years of age. There are currently 29 children on roll. The setting receives funding to provide free early education to children aged three and four years old. The setting has experience of supporting children who have special educational needs and/or disabilities and for those who are learning English as an additional language. The pre-school is open Monday to Friday term time only from 9.15am until 12.15pm and on a Monday, Wednesday and Thursday from 1pm until 4pm.

The committee employs a qualified manager who has an early years foundation degree. She is supported by three members of staff who work directly with the children, all of whom hold relevant early years qualifications to level 3. The committee link representative has qualified teacher status.

What the setting needs to do to improve further

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

- provide children with further opportunities to develop their own ideas and to solve problems
- strengthen strategies to improve children's listening skills to focus their attention during large group activities.

Inspection judgements

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

Children benefit from a well-organised and exciting environment where they make good progress in all areas of their learning overall. Staff have a good knowledge of their individual key children because they complete regular and focused observations, and have daily discussions with parents. There is a good balance of group activities, to focus children's learning, and child initiated play. For example, staff bring children together to clearly explain what activities and resources are available to them during the session. Children confidently explore the outdoor area. They work well together to work out how

they can use the guttering to transport water. They are excited when they realise that raising the guttering affects the speed of the water and comment 'we're making it go faster'. Staff interact well to introduce new words and to focus their thinking by asking relevant questions. Children are becoming more aware of dangers as staff provide explanations to support their understanding. They use scissors carefully to prepare the base and sail for their boat. Children enjoy making the boats and watching them float on the water. However, children are unable to extend their ideas fully by using different materials. Staff do not challenge them further to explore what materials will float and what will sink or to solve problems when the sails consistently fall over.

Staff give children strong opportunities to gain the skills for their future learning. In particular, well planned activities in the summer term support children to develop the skills they will need as they move on to school. These include fun activities where they need to dress and undress themselves and providing a lunch club so that children become accustomed to eating with their friends. Parents comment that staff prepare their children very well for school.

Children select favourite books and sit quietly to read to them to themselves, turning pages carefully and making comments about the pictures and characters. Children enjoy saying the alphabet and showing the actions to represent the letter until they get to the 'letter of the week'. Children contribute their ideas of what may begin with 'M' and staff use photographs, pictures and resources well to support children's understanding. Most children listen attentively to a story and respond well to the questions staff ask. They join in with repeated phrases and enjoy commenting on what they can see in the illustrations. However, as this activity is a mixed age group, some younger children become distracted as they are sat for too long and want to engage in another activity. This means that staff are unable to challenge older children fully as the younger children are not able to sit as long as the older ones.

Children handle resources well for example, holding beads securely between their thumb and fingers to thread onto laces to create necklaces. Children are becoming aware of size commenting 'this one is too small' when they notice that the hole in the bead will not fit their lace. Children identify the colour of the shapes they use and create patterns when building with construction materials. There are good opportunities for children to use technology and to see how things work. For example, children take photographs of their friends to include in their 'yellow book,' assessment record.

Staff successfully assess children's progress using a range of tools, such as snap shot observations. Parents routinely contribute their views on children's starting points to help staff initially plan activities that support children's interests. Staff provide parents with a summary of children's progress across the areas of learning each term and for the two-year-old progress check. These help staff clearly identify children's next steps in learning and use these, and 'tracker' documents, effectively to influence future planning and seek any additional support. Staff use 'smile books' well to help children remember the activities that they enjoy. This involves children well in evaluating their own learning and contributes to their good progress.

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

Children enter the setting happily and confidently. Staff have worked hard to develop the learning environment. Children can reach a broad range of high-quality toys and resources, which are mostly labelled to help children make their own choices. They are aware of routines and are quick to select their name card independently to show that they are present. At snack time they listen carefully for their name and respond confidently showing good awareness of expectations.

Children behave well. They have a sense of pride in what they do. For example, children are keen to show how they write their name identifying the initial letter and sound. Photographs identify children's personal pockets and they are keen to store their possessions and creations in them to share with parents later. Children relish the opportunity to take responsibility for things, such as carefully balancing the circular tray well on one hand to pass out the cups at snack time. Children are becoming increasingly aware of their own needs and develop good self-help skills. For example, children visit the toilet independently and are aware of the need to wash their hands to get rid of germs. Children are aware of when they are thirsty. For example, after running around outside in the sun children come in and help themselves to a cup of water.

There are good opportunities for children to learn about healthy lifestyles. In particular, children grow a range of fruit and vegetables and have the responsibility of taking care of them. They enjoy splitting the pea pods open and tasting the vegetables. Children enjoy a healthy snack prepared by staff, such as pitta bread with a variety of fillings. Children are encouraged to make healthy choices. They choose from milk or water to drink and pour these for themselves as they develop good independence skills. Snack time is a sociable period and staff ask the children to reflect on what they have enjoyed during the session. Staff use the local environment well to develop further children's understanding of community and to give them regular opportunities to be outside and active. Children learn about safety when on outings. They become aware of safe practices, such as holding on to the walking rope and listening to staff as they explain road safety.

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

Children are cared for in a safe and secure environment as the staff team work together to check the environment and complete appropriate risk assessments of all areas used by the children. Children become aware of their own safety when they complete regular fire drills. There are clear recruitment and induction arrangements to ensure children are cared for by suitable adults. All staff and committee members have completed the necessary disclosure and barring scheme checks. The management team regularly review staff suitability, such as through staff meetings and supervisions. There are good systems in place to manage staff's professional development including their training needs. Staff are proactive at accessing relevant courses to improve the outcomes for their key children, such as 'developing happy children', sign language and accident prevention. Staff have good knowledge of safeguarding and welfare requirements, which are underpinned by

sensible policies and procedures, and implement them effectively to maintain children's well-being. For example, there is an accurate record of children's attendance during each session. Staff have good knowledge of the signs and symptoms of child abuse. Through regular training staff are fully aware of their responsibilities to report any concerns about the children in their care.

Parents receive good information about the setting and their children's achievements. This includes regular opportunities for parents to view children's development records (trackers) and a more formal sharing of information at termly parents' evenings. There are strong links with the local schools and the staff team work in partnership well to develop the skills children will need as they move on. Staff liaise with other early years settings that children attend well to maintain continuity in children's care, learning and development. For example, they visit individual settings and share the summary of children's achievements.

Staff plan a broad and balanced range of experiences for children to enjoy. Consequently, they make good progress in their learning and development overall. Comprehensive reviews of planning and assessment arrangements enable staff to adapt systems to meet the needs of the children, such as individual support to improve children's language development. All staff are involved in self evaluation. They evaluate practice and procedure and constantly adapt to meet the needs of the provision and the children who attend, such as changes to the appraisal system for professional development. Good practice is shared regularly through team supervisions and staff meetings. A 'reflection file' includes advice and guidance from local authority advisers to effectively drive improvement clearly identifying the strengths and areas for improvement for the provision.

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 action. 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	143114
Local authority	Somerset
Inspection number	901263
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	14
Number of children on roll	29
Name of provider	The Honeypot Pre-School
Date of previous inspection	23/10/2008
Telephone number	01935 427643

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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, which are usually the childminder's 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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