

Honeybeez Pre-School

Bassett Green Primary School, Honeysuckle Road, Bassett, Southampton, Hampshire, SO16 3BZ

Inspection date	24/09/2013
Previous inspection date	16/11/2009

The quality and standards of the early years provision	This inspection:	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

- Staff are sensitive and help children form secure emotional attachments, providing a strong base for children's learning and well-being.
- A rich and varied learning environment sparks children's interest and enthusiasm to play and explore.
- Tailored support is given to each child by the skilled staff. Children make good progress given their starting points including children learning English as an additional language.
- Staff work closely with other professionals involved in children's care to help them meet all children's individual needs well.

It is not yet outstanding because

- Overall, the effective partnerships forged with parents promote children's ongoing progress, although there are fewer opportunities to share information with parents at collection time.

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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector had discussions with parents, staff and children.
- The inspector undertook a joint observation with the deputy.
- The inspector sampled a range of documents including children's records, risk assessments and policies and procedures.

Inspector

Jacqueline Munden

Full Report

Information about the setting

Honeybeez Pre-school registered in 1997 and is managed by a voluntary management committee. It operates from a suite of rooms in the same building as Basset Green Primary School and the Sure Start Swaythling Centre in Southampton, Hampshire. There is an enclosed outside play area. The pre-school is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school supports children with special educational needs and/or disabilities and children who are learning English as an additional language. There are 51 children on roll in the early years age group. The pre-school is open each weekday from 8.45am until 11.45am and from 12.30pm until 3.30pm term time only. An optional lunch club is provided between 11.45am and 12.30pm. The pre-school provides funded educational places for three-and four-year-old children. The pre-school employs nine members of staff, including the manager. Of these, eight hold a relevant early years qualification at Level 3 and one member of staff holds 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:

- increase communication with all parents and carers at collection time to further promote partnerships and to enhance children's learning and development.

Inspection judgements

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

Staff are clear about each child's level of development and the planned next steps to help them progress. The ongoing assessments feed into the progress check for two year olds. Staff use many methods to involve parents in their child's learning from the outset. They speak to parents as they arrive and share information about their child's interests and the progress they make. However, communication is sometimes less effective when parents collect their children, which means not all parents are fully informed of what their child has been doing in the session. Parents have many opportunities to view their child's development records and contribute to the planned next steps to help children move forward. Staff provide parents with information about how they can continue to help their children learn at home. As a result, children make good progress in all areas of their learning and development according to their starting points.

Children with special educational needs and/or disabilities receive effective support according to their needs. Staff use pictures to show the routines and Makaton signs with

children that have communication difficulties. Staff support the high number of children learning English as an additional language very well. They learn and use words in children's home languages so children are secure in using their first language and feel valued. Staff help children to learn English through lots of discussion and using pictures and photographs to aid their communication. As a result, children learn English quickly, which helps them to progress well in other areas of their learning and development.

The enthusiastic and knowledgeable staff use good teaching techniques and deploy themselves effectively, which allows them to promote children's learning. Children are happy to play with their friends and are motivated to learn. Staff place a strong focus on building children's confidence while developing their language and physical skills. Staff use planned activities effectively to promote children's learning. Small group time helps new children explore the different areas in the pre-school and allows them to use the resources as they get to know each other. For example, a small number of children sit together, talking and sharing as they play with a variety of instruments. Children learn the names of the instruments and the sounds they make. Staff skilfully ask questions challenging children to experiment making quiet and loud sounds. Children learn number rhymes that promote their mathematical skills. Staff encourage children to think about how they can make sounds with their bodies. Children laugh as they clap their hands and tap them on their mouths as they make different noises. This encourages children to experiment with sounds and promotes their communication skills.

Children enjoy initiating their own play using the activities and resources that are always available including equipment that helps them learn about technology. For example, children are engrossed in their imaginary play as they push dolls in the pushchairs and stop to take photographs with the digital camera. Staff use opportunities as they arise to help children learn. While children are pedalling the bikes around, they suggest playing a stop and start game. They shake the instrument and when they stop, children stop pedalling. Children thoroughly enjoy playing the game and develop careful listening skills.

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

The effective key person system and the caring approach of the staff play a positive role in ensuring children settle well. Staff get to know the children and form close attachments with them and their families. Each child takes a photograph of their key person home with them to help them learn their names and become familiar with them. As a result, children display confidence and develop independence in their play and routines and parents feel comfortable approaching staff. The staff team deploy themselves well so they can support and supervise children. Many carefully considered policies and procedures are implemented to promote children's well-being. Children learn to keep safe as staff help them assess risks. For example, staff remind children to make sure there is no one in front of them as they jump into the activity pit. This encourages children to be aware of and be responsible for their own and others safety. Children build confidence and learn to take risks as they whizz around on the bikes and building speed as they roll down the slope.

Children behave well and play cooperatively with their friends and staff. They respond well

to strategies used by staff who work closely with parents. For example, they patiently watch the sand timer as they wait for the sand to drop indicating it is their turn on the bike. Staff prepare children well for move to school and for their future learning. They help children learn positive skills and attitudes to exploring and learning, to build friendships and their self-care skills. Teachers from local schools visit and read with the children.

Staff promote children's understanding of healthy lifestyles well. Children benefit from the healthy snacks staff provide. They follow effective hygiene routines to keep healthy. The pre-school recently took part in a healthy eating programme promoted by the local authority to help children and parents to make healthy choices. Children enjoy spending lots of time outdoors in all weathers. They develop physical skills and muscles as they climb and balance on a wide range of equipment. They learn about how to care for plants and the creatures living outdoors. Indoors, the playrooms are bright and child friendly with resources easily available many of which, help children learn about the wider world and the people in it. Staff make sure equipment that covers all areas of learning is easily available to all children so they can help themselves. Children confidently select from a wide range of creative resources including scissors and glue that allows them to explore and design. Children carefully examine the easy grip glue sticks, finding out that turning the base makes the glue appear, which allows them to use tools and equipment to increase control of their bodies.

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

The manager has a good understanding of the safeguarding and welfare requirements. Robust vetting and recruitment procedures ensure all adults working with children are suitable. Staff are clear of the child protection procedure to follow should they have a concern. Staff ratios are maintained and procedures for dealing with accidents and administering medicines are followed appropriately to promote children's health and welfare. Risk assessments are conducted and appropriate steps are taken to keep children safe. The inspection took place following a notification from the provider to Ofsted about the effectiveness of the security procedures and staff suitability procedures. Ofsted visited and issued the provider with a notice to improve their policy and procedures for assessing risks to children, particularly when leaving the premises, and potential hazards caused by positioning of equipment. The provider took prompt and effective action and now risk assessment and security measures are more robust. This inspection found that all safeguarding and welfare requirements are met and that the provision clearly understands the procedure for disqualification should any concerns arise about staff members. Improvements to the procedure for handing each child to the person collecting them and entering into a discussion with them means children are better protected and kept safe. Staff are deployed at each of the gates to make sure children are with their parent or carer as they leave.

The manager and staff team have a secure understanding of the learning and development requirements. They work together to continuously improve the delivery of them through monitoring children's progress and the curriculum provided. The staff

appraisal system identifies any development needs. Staff share their knowledge and skills gained through training. This has a positive impact on staff's knowledge and enthusiasm which benefits children's learning. All staff are involved in evaluating the provision and the manager welcomes the views of the local authority support workers. Parents express their views through the management committee meetings and discussions with management and staff.

Overall, staff develop strong partnerships with parents and carers. Parents report they welcome the suggestions staff make of how they can further promote their child's learning at home. They recognise their children make continued progress, especially in their communication skills and that they behave better. Parents greatly appreciate the support they and their children receive, particularly parents whose children have special educational needs. Good links are made with schools children will go to and with other setting's children attend. Staff work closely with outside agencies to support children with additional needs, which has a positive effect on children's wellbeing and learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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	148853
Local authority	Southampton
Inspection number	930504
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	36
Number of children on roll	0
Name of provider	Honeybeez Pre-School Committee
Date of previous inspection	16/11/2009
Telephone number	023 8055 0695

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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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