

Honeybees Preschool

The Pavillion, King George V Playing Fields, Station Road, Plumpton Green, Lewes, East Sussex, BN7 3DP

Inspection date	30/09/2013
Previous inspection date	03/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		4
The contribution of the early years provision to the well-being of children		4
The effectiveness of the leadership and management of the early years provision		4

The quality and standards of the early years provision

This provision is inadequate

- Staff do not make all the necessary records of children's attendance available. This means they are unable to verify they meet adult child ratios and ensure children's safety.
- Staff do not fully consider how they deploy staff to supervise children effectively when on outings and when using outdoor equipment. This compromises children's safety.
- Staff are unable to provide evidence that adequate insurance is in place for the drivers and vehicles in which they transport children.
- The systems that staff use to assess children's development are infrequent and therefore staff do not plan activities to reflect all the children's individual learning needs. This means children make insufficient progress in all areas of their development.

It has the following strengths

- Staff implement good strategies that effectively involve parents in supporting and extending their children's learning. This in turn, allows children to consolidate and extend their learning at home.

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 all areas of the setting, including on an outing around the local playing field and in the community playground.
The inspector sampled a range of documentation, including medication and accident records, the majority of children's attendance records and the settings safeguarding and complaints policy and procedures.
- The inspector held ongoing discussions with the staff, current manager and a previously acting manager, throughout the inspection, including discussions about safeguarding issues.
- The inspector gathered parents written and verbal views.
- The inspector discussed leadership and management with the manager and previously acting manager and carried out a joint observation with the manager.

Inspector

Jacqueline Walter

Full Report

Information about the setting

Honeybees Preschool registered in 1972 and is run by a voluntary committee. It operates from two rooms in a sports pavilion, in the village of Plumpton Green, which is in East Sussex. The group provides part time and full time care. It opens five days a week during school term times. Opening times are from 9am to 3pm. Children have daily access to a neighbouring community playground and/or an adjoining playing field.

The group is registered on the Early Years Register. There are currently 25 children on roll in the early years age range. Children come from a wide catchment area. The group is in receipt of funding for the provision of free early education for children aged two, three and four years of age.

The provision employs six members of staff. Of these, four staff including the manager hold appropriate early years qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure records of children's attendance are easily accessible and available to view at all times
- ensure staff fully assess the risks or hazards which may arise on outings, and identify steps to take to remove, minimise and manage those risks, with particular regard to how staff are deployed to effectively supervise children
- ensure adequate insurance is in place for the drivers and vehicles in which children are transported
- ensure assessment and planning systems are consistent in quality and these are implemented frequently enough to build on children's individual learning needs and progress.

Inspection judgements

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

Staff do not have an adequate understanding of how to support children's learning and development through assessment. As a result, they are unable to fully meet children's individual learning and developmental needs. Staff do have effective systems in place to identify children's starting points when they first attend the setting. For example, they ask parents to complete an 'All about Me' booklet about their child. They also observe children and complete a baseline assessment of the children's abilities in their first few weeks. To identify their starting points and needs, staff link these observations to children's ages and stages of development. However, they do not observe the children's development frequently enough to track their individual progress and achievements and to identify their next steps. This means staff have a limited understanding of children's individual learning needs in order to inform planning. As a result, they pitch the level of activities too high for children. For example, staff ask three-year-old children learning letter sounds to write the letters at an easel. Consequently children struggle to obtain the learning intentions. This in turn restricts children in acquiring the skills and capacity to develop and be ready for their next stages in learning. This means children have insufficient support overall in their learning and development to make adequate progress. Nonetheless, the staff complete the required progress check for two-year-old children to monitor their development in key areas, such as personal, social and emotional development, communication and language and physical development.

Overall, the staff provide an appropriate range of activities that capture children's interests and hold their attention. For example, children develop an understanding of the world through participating in exciting trips, such as regularly going on walks and visiting the local woods known as 'Percy's Patch'. Children show a real interest in exploring the world around them as they eagerly find and discuss with staff the different coloured leaves and molehills they discover. They are then able to extend their interest through expressive art and design as they create pictures out of the leaves. Children also enjoy acting out their make believe play and creating exciting models, such as fire engines. This helps to develop both their physical skills and imagination.

Some staff are skilful in promoting some aspects of children's learning. They take time to make activities fun. For example, they use additional resources such as various shaped windows when encouraging children to observe the weather. As a result, children are motivated to engage in the activities and effectively learn about different shapes as well as their understanding of the world. Staff effectively encourage the more able children to develop their literacy skills. They invite children to bring in objects that begin with a certain letter and encourage them to talk about these during circle time, for example. This successfully encourages children to identify the phonic sounds of familiar words. The staff promote communication and language appropriately overall. They play games with children that involve listening for a signal, such as a colour, which children then identify they are wearing. This helps children to listen and maintain attention. Children's physical skills are developing through engaging in a variety of indoor and outdoor activities. They regularly access the local community park and use equipment, such as climbing apparatus, swings and a slide. They also enjoy regular visits to the local playing fields where they enjoy wide-open spaces. Such activities support physical skills such as running, climbing and developing co-ordination. However, staff do not always help children to learn how to keep themselves safe in these outdoor areas as they do not identify, and therefore teach children about all potential hazards.

Staff have good systems in place to involve parents in supporting and extending their children's learning. Parents regularly complete a 'Parents Voice' form where they share their children's interests, events and development at home. This in turn, allows staff to consolidate and extend children's learning in the pre-school. Staff value parents' expertise and use it to support children's understanding of different cultures. For example, they welcome parents in to the setting to show children their national costume and discuss how they celebrate festivals such as 'Burns' night.

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

Some aspects of the learning environment help children to progress well towards the early learning goals. For example, staff provide quality resources that reflect the areas of learning. These are organised on low-level shelving and cupboards. This encourages children to develop their independence and decision-making skills. However, not all the activities are organised safely and this compromises children's safety. Therefore, children's well-being cannot be assured. For example, staff deployment is not always effective because they do not closely supervise children on outings.

Children are happy and display confidence in talking and playing with staff. For example, children confidently tell staff of their wants and needs. There is an appropriate key person system in place. This provides continuity and consistency of care for the children. Staff implement strategies to help settle new children in. For example, they encourage parents to participate in settling in visits and gather information about the children's interests at home. This enables them to have an appropriate understanding of children's individual care needs or routines and effectively meet these.

Staff use positive strategies to encourage children to behave appropriately. The staff are good role models and the children benefit from the use of lots of praise and encouragement. This successfully promotes their self-confidence and self-esteem. The staff support older children's learning well by talking to them about how they need to give other children turns when doing activities. They encourage them to work together by playing designated music that indicates a tidy-up time. Consequently, children are developing their understanding of how to behave and are learning to work together.

Children are developing some appropriate self-care skills. They develop a good understanding of hygiene as they participate in regular routines, such as wiping their hands before their meals. Children learn to use the toilets independently, although staff remain nearby to supervise the area. They are very active and enjoy running in wide-open spaces. Children learn to make healthy choices regarding food, through making their own choices of snacks and the quantity they wish to eat. Young children learn about some risks and keeping themselves safe as they engage in fire drills.

Staff effectively help children prepare for transition to school so they feel happy and secure. The setting has strong links with the local school and as a result, children gather confidence and familiarity. For example, children visit the local school to enjoy celebrations

such as Christmas plays. They participate in several visits to the school before they actually transfer and school staff visit their setting. In addition to this, staff from both settings regularly meet and the pre-school staff welcome and implement suggestions, such as specifically engaging the children in listening activities to help them focus when at school.

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

The management team have an inadequate understanding overall of their responsibilities in meeting the learning and development requirements. There are weaknesses in the planning and assessment systems, which in turn, restrict the children in making sufficient development in all areas of their learning. The staff's knowledge and understanding of implementing the safeguarding and welfare requirements is also inadequate. This results in a number of breaches of requirements of the Statutory Framework for the Early Years Foundation Stage.

The inspection took place as a result of concerns raised relating to supervision of children, ratios of adults to children on outings during an incident, the suitability of adults and of the premises. Evidence gathered at inspection confirmed the incident did take place and the provider notified Ofsted of the details, as required. A child broke their arm by falling off the slide during a trip to the community playground. Staff were nearby but there was no member of staff directly supervising the children playing on the slide. Immediately after the incident, the child received first aid treatment and it quickly became apparent the injury was significant. The staff followed the pre-school procedures and took appropriate action. They contacted the child's parents and took the child straight to hospital. As a result of this incident, the risk assessment for the park has been reviewed. The nursery manager has increased staff supervision to make sure there is a member of staff positioned at the base of the slide. However, the provider did not ensure the vehicle and the driver of the vehicle had appropriate insurance, as required. This is a breach of the Statutory Framework of the Early Years Foundation Stage and compromises children's safety.

The inspection found that staff were unable to provide evidence of how they conduct an appropriate risk assessment, which sufficiently assesses the risks or hazards to children when on outings and includes how they deploy staff when children use equipment. The manager was also unable to evidence that adult: child ratios met the necessary requirements. This is because they did not make children's records of attendance available. This is also a breach of the Statutory Framework of the Early Years Foundation Stage. Although the setting have increased staff supervision when children are playing in the park as a result of the incident, the risk assessment does not take account of the need to deploy staff effectively on all the outings. This means that children's safety is still at risk. Nonetheless, the provider and staff follow some secure procedures to help keep children safe. They take small groups of children or individuals to the toilets as required to make sure they are supervised appropriately. Staff also lock the main entrance door at all times children are in the building so the public cannot gain access and use the toilets. The

provider is aware of any health issues that may arise from the staff team and follows procedures to ensure each member of the team carries out their role and responsibilities appropriately. As a result of the inspection findings, the provider is required to take further action. This is because they are not meeting all the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage.

The leadership team uses appropriate recruitment and vetting procedures to appoint staff. Annual appraisals take place for staff, which enable them to identify training needs. This helps drive improvement within the nursery and therefore benefits the children. The management implements appropriate two-weekly supervision opportunities for staff to discuss any issues concerning children's development or well-being. This in turn, helps to ensure the staff appropriately support children's individual needs.

Leadership and management have some effective systems for self-evaluation that help them to inform the nursery's priorities. They use these to create action plans and set targets for improvement in the outcomes for children. They welcome and implement suggestions from the local development support worker. For example, children increase their independence, physical skills and understanding of healthy food by pouring their own drinks at snack times. The nursery values parents' views and takes account of these to help drive improvement in their partnership working and care of the children. For example, staff now send regular emails to parents to demonstrate what their children are learning. This gives parents further details about the activities children undertake and helps to support their learning at home.

Partnerships with parents are strong. Staff provide a wide range of information for parents, which include the nursery's policies and procedures. This helps everyone be aware of his or her responsibilities. Parents rate the care and education of children as good and are pleased with this. They state that their children are always happy to come to the nursery and enjoy the outdoor trips. They also feel encouraged to be involved in the children's learning through homework activities. This in turn helps to promote children's overall development.

Children benefit from the staff developing links with other professionals. For example, staff work with play therapists, providing reports to help implement appropriate behaviour strategies. They also work collaboratively with the village committee in improving the resources available for the children. For instance, they are currently playing an active part in the renovation plans for the community playground. Staff share regular reports on children's achievements and their next steps to other settings where they attend. These systems help to support the care, learning and development for each child.

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	109441
Local authority	East Sussex
Inspection number	935380
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	22
Number of children on roll	25
Name of provider	Honey Bees Playgroup Committee
Date of previous inspection	03/03/2010
Telephone number	07745 570882

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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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