

Honey Bees Pre-School

Norton Parish Council Building, Norton, DONCASTER, South Yorkshire, DN6 9DW

Inspection date

Previous inspection date

08/04/2014

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 know their children well, they plan engaging activities for individual needs, assess their progress accurately and support their on-going learning and development across the seven areas.
- Partnerships with parents and carers are well established through effective induction and frequent communication. Parents and carers are encouraged to be a part of their child's learning within the pre-school and the home environment.
- Strong leadership, good team work and effective self-evaluation ensures the pre-school is continuously strengthening and developing outcomes for children.
- Staff have a good understanding of how children learn and develop, which ensures each child is fully supported in making good progress.

It is not yet outstanding because

- Children's self-care and independence skills are not pushed to their maximum leading to some missed opportunities to develop this further, particularly at playtime and snack times.

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 activities in the main play room and the outside learning environment.
- The inspector conducted a joint observation with the deputy manager.
- The inspector held a meeting with the nominated person / registered person of the preschool
- The inspector looked at children's assessment records, planning and progress documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector

Eleanor Proctor

Full report

Information about the setting

Honey Bees Pre-School registered in 2013 and is on the Early Years Register. It is situated in Doncaster and is managed by Honey Bees Pre-School community interest company. The pre-school serves the local area and is accessible to all children. It operates from Norton Parish Council building and there is a secure area available for outdoor play. The pre-school employs six members of childcare staff. All childcare staff hold appropriate early years qualifications, three at level 3 and one at level 4. The pre-school opens Monday to Friday term-time only. Sessions are from 9am until 12 noon and 12.45pm until 3.45pm. Children attend for a variety of sessions. The pre-school provides two year old entitlement and funded early education for three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special needs and/or disabilities.

What the setting needs to do to improve further

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

- extend opportunities for children to further develop their independence and self-help skills, by allowing children to find their own coat and boots at playtime and developing a self-selection process at snack times.

Inspection judgements

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

The quality of teaching overall is good. Staff skilfully question children and engage with them in their learning through play. Children have access to a wide range of adult-led and child-initiated activities. For example, children have the opportunity to paint a picture on the painting easel, build a tower with the wooden blocks and bark or develop their role play skills in the home area.

The pre-school has an effective key person system in place to ensure every child has learning opportunities tailored to their learning and development needs and their individual interests. Staff have a good knowledge and understanding of how children learn and develop, resulting in staff making accurate assessments of where children are in their learning. Staff use these assessments to create challenging and stimulating next steps which are targeted to individualised learning. Staff track children's progress and evidence clearly shows that children are making progress across the seven areas; some children have made rapid progress in some areas. Staff have strong partnerships with parents who contribute to initial assessments to identify starting points and share information about home learning ideas. This contributes to the progress made by children.

Children are confident learners in their environment and are keen to enter the pre-school. Children and staff participate in a welcome song which welcomes each child personally by their name, creating a warm, friendly atmosphere. Children demonstrate their preference for activities they would like to do through the choices basket. For example, if a child decides he would like to play in the small world area he chooses the train from the basket. This encourages children to think about the choices they are making and develops children's independence skills. Children new to the setting are supported by staff in a caring and supportive way and staff adapt activities to help children settle quickly. For example, staff adapt a play dough activity into a feelings and emotions activity by making faces out of the play dough. Staff make happy faces and smile with the children. This encourages those who are new to the setting to take part in activities and to feel at ease in their new surroundings.

Effective systems are in place to complete the progress check at age two, when required, and to ensure parents are able to contribute to this, sharing knowledge with staff so that a complete picture about the child can be gained and any gaps in learning quickly identified and addressed. Consequently, children make good progress at the pre-school and are gaining the skills they need, in readiness for school.

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

Effective key person systems ensure children are happy and secure and supports children's emotional development. As a result, children are confident learners who have good relationships with all staff and the other children. Children behave well and respond positively to instructions from staff, such as during tidy up time, when children enjoy helping each other. Overall, staff plan very well for group time activities, providing children with various opportunities to extend their learning and develop self-esteem and confidence.

Children are encouraged to wash their hands before snack times and after messy activities. Staff demonstrate to children how to correctly wash between their fingers and ensure their hands are clean. Staff make hand washing fun and explain to children why it is important to wash away the germs. Children enjoy snack time as they develop their independence skills by helping to hand out the plates and cups. Children delight in using plastic knives to spread their jam or cheese on their own toast and enjoy pieces of apple. Staff also encourage children to use good table manners and children do this well saying 'thank you' for their milk. However, staff occasionally miss some key learning opportunities to fully develop and enhance children's independence and self-help skills. For example, at snack time staff pour children's milk and hand out the toast, rather than allowing children the opportunity to do this for themselves. In addition, staff are occasionally too quick to help children find their coat and boots at playtime and so opportunities for children to become fully self-reliant are overlooked.

Children have access to fresh air and physical exercise as they play outside in the playground. The outdoor learning environment has recently undergone vast improvements to ensure it is engaging and rich in learning opportunities for children. Children enjoy

developing their physical skills using the varied pedal bikes on offer. Children plant seeds in the planting area, or experiment with forces as they investigate the different speeds cars and balls roll down guttering. Staff rotate the angle of the gutter to enable children to investigate further. Children show excitement as staff help them dig up the grass and mud to search for insects and worms, resulting in children developing an understanding of the world in which they live. Staff support this well, skilfully challenging children's thinking by asking questions to support children's thinking. For example, when a child suggests making a snowman in the mud, staff skilfully used this to probe children's thinking and understanding of what a snowman looks like and how they may find resources in the garden to create a nose, mouth, scarf and arms. This resulted in children being fully engaged in the learning and development provided from this challenge.

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

Staff and managers fully understand their role in safeguarding children and know what to do to keep children safe. Staff are aware of the safeguarding policy and procedure for the pre-school and know the procedure for reporting any concerns they may have, including what to do if they have concerns about a member of staff. Staff demonstrate a strong understanding of the safeguarding and welfare requirements and the Statutory framework for the Early Years Foundation Stage. All staff have completed safeguarding training along with first aid and food handling training. Staff have effective systems in place for measuring risks in the pre-school, such as risk assessments of the play equipment inside and outside and a checklist of all risk assessments, which is updated regularly and discussed at team meetings. Staff monitor who enters and leaves the setting through a visitors book and keep records of any accidents, incidents, attendance registers and medication forms. This ensures all children are kept safe at the pre-school. Staff are suitably qualified and all staff and managers have undergone checks to ensure their suitability to work with children. The pre-school has robust policies and procedures which they share with parents, therefore, parents understand the procedures which promote children's health and well-being. Ratios of staff to children are adhered to and there is evidence to show the staff and children take part in fire drills to ensure children know what to do in the case of a fire or emergency.

Leadership and management is strong within the pre-school because leaders use effective systems to ensure practice is good. For example, managers make observations of staff during their interactions with children, in order to identify each individual staff member's strengths and weaknesses. This results in staff having a clear action plan for improvement to build on their existing skills. Managers attend weekly team meetings to assess what key persons are planning for each individual child. This ensures learning programmes are good and meets the needs of each individual child. Staff and managers have high aspirations for the pre-school which they share with parents, for example, a display board of the pre-schools wish list is available for parents to contribute to. As a result, parents often support managers by providing wish list items which enhance children's opportunities to learn and develop. For example, parents provided the pre-school with planters, seeds and compost for the outdoor area.

Staff have very strong partnerships with parents which ensures they have many opportunities to be involved in their child's learning in the pre-school and in their home environment. Parents receive regular updates regarding their child's progress through the pre-schools newsletter, 'Honey Pot News'. Parents are also invited to a parent consultation where they discuss their child's progress with the child's key person. Parents comment that they are very happy with the care their child receives at the pre-school. They feel their children settle quickly and find the staff are caring, warm and offer advice and help when it is needed. Partnerships with external agencies are well developing, for example, the pre-school receives guidance and support from Doncaster Early Years Service, resulting in on-going assessment and development of practice. These successful partnerships and good level of teaching and learning ensures children are well prepared for their transition to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY467937
Local authority	Doncaster
Inspection number	941863
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	16
Number of children on roll	43
Name of provider	Honey Bees Pre-School Community Interest Company
Date of previous inspection	not applicable
Telephone number	01302 708853

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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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