

St. Dunstons Honeybees

Wells Road, Glastonbury, Somerset, BA6 9BY

Inspection date	19/09/2014
Previous inspection date	08/10/2010

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

- Children are happy in this welcoming setting and have plenty of opportunities to benefit from the good range of activities and resources available.
- Staff know the children well and are committed to promoting their welfare, learning and development so children make good progress and develop self-confidence.
- Leadership and management is good ensuring staff implement up-to-date policies and procedures to help keep children safe and secure.
- A positive partnership with parents means information is shared which helps staff meet children's individual care and learning needs effectively.

It is not yet outstanding because

- Although staff respond well to children's changing interests, systems to share this information with other staff are not fully effective. Consequently, staff do not always respond to children's emerging interests when their key person is not present.

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 spoke to staff, children and parents.
- The inspector observed staff and children during a range of activities both indoors and outdoors.
- The inspector held discussions with the manager.
- The inspector sampled policies, procedures and children's records.
- The inspector invited the manager to complete a joint observation, although this did not take place.

Inspector

Margaret Dobbs

Full report

Information about the setting

St Dunstan's Honeybees registered in 1996 and is run by a committee. It operates from purpose-built premises on the campus of St Dunstan's School in Glastonbury, Somerset. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The premises consist of a large and a small playroom and associated facilities. There is a dedicated area for outdoor play and the pre-school may also use the school field. The pre-school receives funding for the provision of early education to children aged two, three and four years. There are currently 15 children on roll in the early years age range. The pre-school is open from Monday to Friday between 9am and 3pm during term time only. There are four regular staff working with the children; of these, two hold a qualification at level 3, one at level 5 and one has Qualified Teacher Status. The pre-school supports children with special educational 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:

- develop systems further to share children's changing and developing interests with other staff to ensure that their learning and development can be fully promoted and extended when key persons are unavailable.

Inspection judgements

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

Children make good progress in this small, welcoming setting. Staff take time to get to know the children well and share valuable information with parents when a child first attends. Staff communicate well with children and speak calmly and clearly. They use appropriate language, good eye contact and show genuine interest in what children are trying to say and do. Staff use sign language and a visual timetable to help children who are less confident with verbal communication. As a result, all children's communication and language skills develop well.

Staff respond to and help develop their key children's ideas and developing interests. For example, when children played with water and jumped in puddles staff seized the opportunity to extend this activity by creating more puddles and then dropped red and blue powder paint onto the wet ground. The children excitedly jumped in the paint and then stamped their feet onto a length of wallpaper. Staff talked to them about the different patterns and colours on the bottom of their boots and the variation in sizes. However, the systems to share this information with all staff are not fully effective to enable them to extend children's learning when their key person is not present. For example, key staff do not always include children's changing interests in their

observations.

Staff watch children closely and are skilled at knowing when to intervene to enhance imaginative play. For example, when children played with a doll's house, built with small bricks and engaged in role play. Staff provide a good range of play resources and activities and children select what to play with themselves. In the outdoor area, children happily pushed themselves around when using ride-on cars and bikes. Staff helped children understand more about road safety by using the pre-school pedestrian crossing as children pretended they were driving cars along the road. Staff label each car with a number so children are able to park them into numbered slots and learn that numbers can be useful. Staff use mathematical language in many ways. For example, during snack time they talked about having 'enough' or wanting 'more' and when children were on the trampoline staff counted the number of bounces. Children sorted and matched different coloured teddy bears into trays and counted how many they have in each category. As result, children learn about quantity, shape and size in meaningful ways.

Staff support children as they learn to play games on the computer using the controls and learn to use the children's camera independently. Staff introduce new skills to children well because they do this gradually. For example, at snack children learn how to help themselves to fruit, pour their own drinks and then how to prepare the snack. Children learn to listen in small groups as staff tell stories, sing songs and play games. Staff are very good at adapting the activity to suit individual children, such as, those who are younger or who have additional needs. Staff have realistic expectations of their attention and understanding.

Children enjoy many different ways to develop their physical skills, for example using slides and climbing frames, walking over tyres and using trampolines. They experimented with kitchen utensils to make a 'stone' kitchen, filling up teapots and bowls with little stones. They enjoyed sticking activities using glue sticks or spatulas to spread glue on a range of items, such as small felt shapes. Children learnt to roll playdough and make particular shapes, for example a bridge for the billy goats. These activities help children develop hand-to-eye coordination and control and prepares them for learning to draw and write.

Children made discoveries as they observed spider's webs outside. Staff found magnifying glasses for children to search for more creatures. Some children used an identification chart and a pen to mark off what they have seen. The search was extended and children found slugs and snails. They gently put a spider in a pot and looked at it more closely before letting it go. As a result, children are active learners and gain respect for the diversity of nature in their environment. Children benefit from the use of the neighbouring school field and garden where they practise forest school skills, such as exploring nature, with the trained members of staff.

Staff complete regular and detailed observations of children. These contribute to their progress records and inform the planning for each child based on their interests and abilities. Staff complete the required progress checks for two-year-old children and share these with parents. Staff use advice from other professionals effectively to implement strategies to help children with additional needs. Every child has a learning journey

charting their progress through the Early Years Foundation Stage from clear starting points.

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

Children benefit from caring staff in this small setting. The key person system works well and children form secure attachments with the allocated member of staff who particularly focuses on their individual needs. Staff work closely with parents to make sure they share important and relevant information so that children receive good quality care. Parents say that their children are very happy in the group and are well prepared when they transfer to primary school.

Children develop good social skills because staff encourage sharing and showing consideration to each other. For example when taking turns to use the ride-on car outside. Staff are very good role models. As a result, children behave well, and are considerate and respectful of each other. At circle time, staff engage children with thinking about other places in the world, for example how families live in different sorts of home. Children learn about diversity through celebrating different cultural festivals and through posters, books and activities. Children benefit from having a named peg for their belongings and taking part in self-registration when they find their own photograph and name card. This gives them a sound sense of self. They learn about emotions through using a variety of resources and this helps children say whether they feel happy or sad. Staff are sensitive to how children are feeling and support their emotional well-being very well.

Children enjoy healthy snacks and are encouraged to drink during the day. They know that they need sun-cream when it is hot. Everyday children move freely between the inside and outside areas. Consequently, they have plenty of opportunities to play in the fresh air. Children learn to manage their own personal hygiene as they wash their hands before snack and lunch, and after using the toilet or being outside.

Staff practise the evacuation procedures regularly so that in the event of an emergency children know what to do. Staff are trained in safeguarding and first aid. They have a good understanding of what concerns may arise and the procedures to follow.

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

Leadership and management is good. Robust policies and procedures, which management monitor regularly, underpin the practice. Consequently, staff keep children safe and effectively promote their welfare. There is an ethos of striving for improvement and staff work hard to address recommendations raised at the last inspection and maintain continuous improvement. The manager has completed a comprehensive self-evaluation form which helps staff identify areas of practice that can be improved. The manager strives to improve the partnerships with parents in order to encourage them to become more involved with their children's learning.

Staff have regular opportunities to talk to the manager about any concerns they may have. They have an annual appraisal when they discuss training needs and evaluate performance. Staff also observe one another. This has proved useful in highlighting strengths and areas for professional development. Staff take advantage of training opportunities to enhance their own professional advancement and bring new ideas into the setting. There are safe recruitment processes in place, which helps management ensure staff are suitable to work with children. Staff benefit from regular meetings and discussions about safeguarding issues. This means staff knowledge remains up-to-date.

Parents confirm that they have good relationships with staff and trust in the team to provide a safe and secure environment for their children. They have opportunities to share information from home and contribute to the learning experiences of their children. Staff keep clear records of children's starting points, and how children make good progress through the Early Years Foundation Stage developmental phases. Staff clearly understand the importance of using information from outside professionals, as well as parents, to help support children with additional needs.

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	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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	142810
Local authority	Somerset
Inspection number	843117
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	20
Number of children on roll	15
Name of provider	St Dunstans Honeybees Committee
Date of previous inspection	08/10/2010
Telephone number	07767 895 696

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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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