

# The Honey Bee Pre-School

2A Valantia Road, Off Oxford Road, Reading, RG30 1DL

## Inspection date

11/12/2014

Previous inspection date

11/09/2008

## The quality and standards of the early years provision

**This inspection:**

4

Previous inspection:

2

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

- Children are at risk because they are cared for by unvetted staff. Safeguarding procedures are ineffective and staff demonstrate a poor understanding of how to meet their safeguarding responsibilities.
- Recruitment, induction and procedures to help ensure staff's ongoing suitability are not robust. Staff deployment does not ensure children's safety, especially near the fire exits. The front door is not secure and fire safety precautions are inadequate
- The key-person system does not meet the needs of the children. Children's behaviour is not managed well.
- Staff do not work in partnership with other professional agencies or with parents. They do not exchange information to support children's specific needs and assessments on learning, including the progress check for two-year-old children, which are inaccurate and are not used to promote future learning.
- The quality of teaching is poor and staff do not plan for children's interests or help them learn. Staff practice is not monitored and supervision meetings are not held. There are not enough qualified staff working with the children. Children do not make suitable progress in readiness for school especially those who are learning English as an additional language or have special educational needs.
- Some records are not accessible and the attendance record does not contain the times of children's attendance. Accident records, shared with parents do not contain required details and often inappropriately make reference to other children involved The provider does not supply parents with the correct address for Ofsted.

### **It has the following strengths**

- Children enjoy healthy fruit snacks.

### **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 both rooms of the setting and conducted a joint observation with the owner.
- The inspector held discussions with the owner and deputy.
- The inspector spoke to members of the staff team about the progress of their key children and their understanding of the setting's policies and procedures.
- The inspector looked at samples of observations, tracking and assessment records, planning documentation, evidence of suitability for staff working with children and a range of other documentation.
- The inspector also took into account the views of children and spoke to a number of parents.

### **Inspector**

Melissa Cox



## **Full report**

### **Information about the setting**

The Honey Bee Pre-School opened in 2005 and is privately owned. It operates from two rooms set over two floors in a community building in Reading. Children have access to toilets on both floors and have use of a small outdoor play area on the ground floor. The pre-school serves families from the local community and surrounding areas. Honey Bee Pre-School is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 39 children on roll aged from two to five years. The pre-school provides care for children with special educational needs and/or disabilities and children who speak English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There is a number of funded two-year-olds attending. The pre-school opens five days a week during school term times and sessions operate from 9.15am until 12 midday, Monday to Friday. Nine members of staff, including the owner work with the children, two of whom hold recognised early years qualifications. A number of staff are working towards qualifications.

### **What the setting needs to do to improve further**

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

- implement a safeguarding policy that sets out how child protection concerns will be addressed in line with the guidance and procedures of the Local Safeguarding Children Board with particular regard to the procedure to follow should an allegation be made against a member of staff
- ensure that the lead practitioner for safeguarding attends a child protection training course that enables them to advise and support staff on an ongoing basis and on any specific safeguarding issues
- ensure that all staff have up-to-date knowledge of safeguarding issues and are aware of the correct reporting procedures if they have a concern about a child
- obtain an enhanced criminal records disclosure in respect of every person aged 16 and over who works directly with children
- implement an effective system to ensure that staff, and any other person who is likely to have regular contact with children (including those living or working on the premises), are suitable with specific regard to completing identity checks and following the setting's vetting procedures
- ensure records of staff checks and vetting procedures, including the Disclosure and Barring Service check reference number, the date a disclosure was obtained and details of who obtained it are easily accessible and available
- implement a policy and procedure that details the procedure to follow should information be obtained about a member of staff that indicates they are disqualified from providing childcare
- inform staff that they are expected to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting)
- ensure ratio and qualification requirements are met at all times to ensure at least one member of staff holds a full and relevant level 3 qualification, and that at least half of all other staff hold a full and relevant level 2 qualification
- ensure that all staff receive induction training to help them understand their roles and responsibilities, with particular regard to the emergency evacuation procedures, safeguarding procedure, child protection reporting responsibilities and identifying health and safety issues in the setting

- ensure there are effective arrangements in place for the supervision of staff to provide support, coaching and training and allows staff to discuss any issues, particularly those concerning children's development or well-being
- take reasonable steps to ensure the safety of the children, staff and others on the premises in the case of a fire or other emergency with particular regard to positioning the fire blanket according to manufacturer's instructions and ensuring that fire doors are free of obstruction and can be opened easily from the inside
- ensure staffing arrangements meet the needs of all children and ensure their safety, and that children are adequately supervised, with particular regard to rear fire exits on the first floor
- take all reasonable steps to prevent unauthorised persons entering the premises with particular regard to the security of the front door
- maintain records and obtain and share information with parents and carers, and other professionals working with the child to help ensure the needs of all children are met
- ensure that information relating to children is handled in a way that ensures confidentiality, with particular regard to how accidents and incidents are recorded
- ensure that accident records contain the date and the specific detail of accidents or injuries sustained by children and of first-aid treatment given
- make available to parents and/or carers up-to-date details on how to contact Ofsted if they believe the provider is not meeting the Early Years Foundation Stage requirements
- keep a daily record of the names of the children being cared for on the premises and their hours of attendance
- implement an effective key-person system that ensures that every child's care is tailored to meet their individual needs, offers a settled relationship for the child and builds a relationship with their parents or carers
- ensure there are effective arrangements in place to support children with special educational needs and/or disabilities, with specific regard to staff completing accurate assessments of children's learning and sharing these more frequently with parents and professionals in line with the Special Educational Needs (SEN) Code of Practice

- ensure children's behaviour is managed in an appropriate way to keep them safe and to promote their emotional well-being
- identify children's starting points and next steps for learning in order to plan challenging and enjoyable experiences for each child to promote all areas of learning and development
- improve knowledge of the learning and development requirements in order to meet children's individual learning needs, taking account of their interests, and stages of development
- ensure that the required progress check for two-year-old children accurately highlights areas in which a child is progressing well, and areas where some additional support might be needed, so that any special educational needs are identified promptly.

## Inspection judgements

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

The quality of teaching and learning is inadequate because staff do not have a sufficient knowledge and understanding of how children learn. They fail to build on what children know and can do. Staff do not provide exciting or inspiring activities and as a result, children frequently spend long periods of time without purposeful help and support. For much of the session children wander between activities or stand and watch others play. At other times, activities are too adult-controlled and directed. For example, adults sit with children at the play dough table but direct children on what they need to make rather than letting them enjoy modelling the dough into their own shapes. At an art activity children are directed on how and where to draw the tree trunks for the planned designs and called to task if they do not follow staff's instructions. These activities do not necessarily capture children's interest and frequently are not well designed to promote their learning. They also indicate staff's poor understanding of how to provide exciting and motivating activities for children to help them learn. As a result, children become disinterested and bored, which leads to boisterous behaviour. This also means that staff are not helping children to develop skills to enable them to learn effectively and help them get ready for their move to school.

The quality of observations and assessments to identify where children are in their learning, and planning to promote further learning is poor. Staff are not confident in assessing children's stages of development. They do not gather enough information about children's needs, interests and prior learning when they first start at the pre-school. This means that staff do not have a secure baseline to work from when planning for children's individual learning. Ongoing assessments of children's learning fail to cover all areas of

learning. Staff do not link children's observed development to their actual stage of learning but rather link their observations to children's expected age range. This means that parents and others involved in supporting children are not getting a clear picture of what children can actually do and what help they need to progress. As a result, children do not make appropriate progress in their learning and development, especially groups of funded two-year-olds and children with additional needs. Staff fail to provide the support these children need. They complete the progress check for children aged two years, however, these assessments are not always accurate and staff do not always share these summaries with parents. Therefore, aspects of children's progress that are not as expected are overlooked and insufficient partnership working takes place to seek extra help that some children need to progress. Staff do not heed the advice of other professionals involved in children's care to help children to make sufficient progress in their communication and language development. For example, staff have been advised to use sign language to help children who find verbal communication difficult but they are not doing this. Also, despite many staff being bilingual they fail to encourage children to use their home language and do not actively help children learning English as an additional language to develop their English vocabulary.

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

Children's safety is compromised because staff do not check that play spaces are fit for purpose and safe. Children's safety is further compromised as unvetted staff are working unsupervised in the pre-school. Therefore, their well-being cannot be assured, even though children appear happy to attend. Furthermore, the key-person system does not help to ensure that children's care and learning needs are met. This is particularly evident in the poor quality of provision for children with special educational needs and/or disabilities. This is because staff do not gather enough information about children's needs or take any action to create an inclusive environment for them. They also fail to ensure that all children feel settled and secure, and some children do not display suitable levels of self-confidence. In addition, children struggle to play with purpose, and are not sufficiently supported to join in activities or encouraged in their play.

Staff do not manage children's behaviour well. There are frequent incidents of poor behaviour, such as snatching and grabbing of toys, and staff do not consistently address this by teaching children how to communicate their needs or manage their feelings. The range of activities on offer does not interest or challenge children. They are observed running around the pre-school and inappropriately sitting on top of resources, such as the computer and the play kitchen. This lack of engagement means that they disrupt the environment for others. For example, running children bump into tables and scatter resources over the floor. They do not respond to requests to help tidy up or join in group times. On occasions their behaviour compromises their own and others safety, as they play near fire exits and climb on window sills. There are limited opportunities for children to develop their independence as staff wipe children's noses, serve them snack and choose resources for them to play with. Older children show poor levels of concentration and cannot sit for sustained periods of time to engage in tasks. There has been a number of biting incidents in the pre-school that could have been prevented if staff had been



diligently deployed and alert in order support children to manage their behaviour. This shows that children's personal, social and emotional development is not sufficiently fostered in readiness for their move to school.

Children are developing some awareness of healthy lifestyles as they have fruit snacks, and jugs or cups of water are readily available to them through the day. However, not enough is done to help some older children understand about the benefits of healthy eating and exercise. Staff who are responsible for preparing and serving food follow suitable hygiene procedures. Children have access to a small outdoor area. This gives them the opportunity to move about outside in the fresh air, but overall staff do not use the area well enough to support learning and many children choose to stay inside. Staff take children out into the community to support their health and to develop their awareness of the world around them. However this is limited to just one day a week, so many children do not take part. A selection of resources is set out by staff, but these are limited in quantity and quality. Children become frustrated when they cannot find the missing pieces to jigsaw puzzles and when staff fail to allow them to use resources in their own way, especially during art activities.

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

The leadership of the pre-school is ineffective. The inspection took place following concerns about safeguarding practice. This included concerns about vetting and induction procedures, staffs understanding of procedures that link to promoting health and safety and confidentiality, and the support they provide for groups of children, especially those who have English as an additional language. The inspection found that the provider was in breach of several requirements to safeguard and protect children and as a result children's welfare is at risk. Associated requirements of the Childcare register are also not met. The provider fails to implement robust recruitment and vetting procedures to ensure staff's suitability to work with children. This includes implementing a procedure to verify the birth names and chosen names of staff and to keep records that these checks have been completed. In addition, the provider does not obtain a Disclosure and Barring Service check for all adults working on the premises. She has a poor understanding of her responsibility to ensure staff's on-going suitability and has not put a procedure in place to monitor this. She is unclear about the requirement that prohibits the employment of disqualified staff. The provider does not ensure that she meets the qualification requirements and there are insufficient qualified staff working with the children. Induction procedures are poor and staff do not have a secure understanding of their responsibilities in relation to health and safety issues in the pre-school.

Further safeguarding responsibilities have not been met. The provider, who is the designated person for child protection, has a very poor understanding of safeguarding procedures. She has not attended training for her role and is unclear what to do in the event of any concerns about a child's welfare. Staff's safeguarding knowledge is also poor. They state that they would follow the safeguarding policy if they were worried about a child. However, the safeguarding policy is very out of date and is not in line with the Local

Safeguarding Children Board procedures. This means that staff do not have a robust procedure to follow and do not have the contact details of who to talk to if they need to seek advice from professionals. The policy also lacks the procedure to follow should an allegation be made against a member of staff.

Children's safety and well-being is further compromised because the provider has not risk assessed the premises to ensure that all areas are fit for purpose and safe. Although a daily safety checklist is completed staff have failed to identify that the fire exit on the first floor is blocked by rubbish outside preventing it from opening fully. This impedes emergency evacuation of the group and also poses a trip hazard. Children can open the door enough to get through and there is potential for a child to leave unsupervised because staff do not supervise children playing near the door well enough. The provider has also failed to ensure that the security of the front door is monitored and adults can open the chain at the top of the door from the outside. This does not protect children from unauthorised adults accessing the pre-school. Staff do not keep a daily record of the times that children attend and cannot be sure how many children are present at a given time. This, together with the security issues means that a missing child would not necessarily be identified swiftly.

The provider and staff suitably implement a mobile phone and camera policy to help safeguard children. There are a suitable number of first-aid trained members of staff on site and on outings. Required written personal details are kept of the children. Staff keep a record of any accidents that occur but when writing these often include the names of any other children who were also involved. This information is then shared with parents. Staff also fail to record the date of some accidents and some records do not contain sufficient detail.

There are ineffective systems to monitor and evaluate the provision. The provider does not monitor staff's understanding of their roles and responsibilities. Her capacity to identify and tackle ongoing weaknesses without the input of the local authority is poor. As a result, the provider is overly reliant on their suggestions for improvement rather than establishing her own action plan based on a secure understanding of the requirements and reflective practice. This means the provider has failed to identify a significant number of breaches in requirements. Therefore, the capacity to make the further improvements is also very poor. This is having a serious impact on children's safety, well-being and readiness for school.

The provider has not met her responsibility in overseeing the delivery of the educational programmes. She does not show an understanding of how to recognise good quality teaching and therefore does not fulfil her responsibilities to monitor and promote this. Many of the staff are working towards qualifications but do not benefit from supervision meetings to improve their teaching practice, as these do not take place. This means they have insufficient opportunities to talk about any concerns in respects of children's development. The provider has failed to identify that some staff have not accurately updated children's progress in their learning journals or sought timely advice from outside agencies to support some groups of children. This means that children are falling further behind in their learning, rather than making progress in line with their starting points.

Parents spoken to on the day of the inspection express their satisfaction with the pre-

school. They comment that staff support their children well and they are pleased with the progress their children are making. Parents receive some suitable information in their newsletters and on display boards. However, the provider does not supply parents with the correct contact details for Ofsted should they wish to raise a concern. Parents are invited in to discuss their child's progress and view children's assessment records. However, these records do not fully capture where children are in their learning and any gaps where they are not progressing as well as expected. Staff do not understand the importance of the progress check for two-year-old children and do not complete this with sufficient details or share them with parents. They also fail to work in partnership with parents to seek additional support for some children. There are poor links with other professionals who are involved in the care and support of families. Staff have not implemented their recommendations or worked in partnership with them to effectively support children with special educational needs and/or disabilities. This places children at a disadvantage in their learning.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

### To meet the requirements of the Childcare Register the provider must:

- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (compulsory part of the Childcare Register)
- train all staff on the written statement of procedures to be followed to safeguard children from abuse or neglect (compulsory part of the Childcare Register)
- ensure the lead practitioner takes responsibility for ensuring the safety and welfare of children and they must attend child protection training to enable the person to identify and act on any indications that a child may be suffering from harm (compulsory part of the Childcare Register)
- implement effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who lives or works on the premises where childcare is provided (including on a voluntary basis) is suitable to work with children by obtaining an enhanced Disclosure and Barring Service check (compulsory part of the Childcare Register)
- ensure that the premises, including overall floor space and outdoor spaces, and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who

is caring for children on the premises (compulsory part of the Childcare Register)

- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part of the Childcare Register)
- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (compulsory part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (compulsory part of the Childcare Register)
- make Ofsted's address available to parents (compulsory part of the Childcare Register).
- keep and implement a written record of policies and procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (voluntary part of the Childcare Register)
- implement effective systems to ensure that the registered person, the manager and any person caring for, or in regular contact with, children; and any person who lives or works on the premises where childcare is provided (including on a voluntary basis) is suitable to work with children by obtaining an enhanced Disclosure and Barring Service check (voluntary part of the Childcare Register)
- ensure that the premises, including overall floor space and outdoor spaces, and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that no one can enter the premises without the knowledge of a person who is caring for children on the premises (voluntary part of the Childcare Register)
- take all necessary measures to minimise any risks to the health or safety of the children and staff in their care (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register)
- ensure there is a written statement of procedures to be followed in relation to complaints which relate to the requirements of the Childcare Register and which a parent makes in writing or by email (voluntary part of the Childcare Register)
- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)
- make Ofsted's address available to parents (voluntary part of the Childcare Register).

## 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

<b>Unique reference number</b>	EY296940
<b>Local authority</b>	Reading
<b>Inspection number</b>	999869
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	50
<b>Number of children on roll</b>	39
<b>Name of provider</b>	The Honey Bee Preschool Limited
<b>Date of previous inspection</b>	11/09/2008
<b>Telephone number</b>	0118 957 2318

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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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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