

# Honeypot Under 5's Centre

Weeton Army Camp, Minden Road, Weeton, Preston, PR4 3JQ



## Inspection date

15 April 2015

Previous inspection date

15 November 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The well-qualified staff team have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They plan effective educational programmes that cover the seven areas of learning and meet the needs and interests of all children.
- Staff complete comprehensive observations and assessments of children's progress. These enable staff to promptly identify any need for early intervention.
- Staff support children's communication and language skills well by engaging them in purposeful dialogue during their play activities and routines.
- Children learn to use tools and equipment safely and follow good hygiene routines to keep themselves safe and healthy.
- The effective key-person system ensures that children's physical and emotional needs are well met. Relationships with staff are very good and this fosters a sense of belonging.
- Staff understand how to manage risks and protect children's safety. They have a robust and secure understanding of safeguarding procedures to ensure children's welfare is a priority.

### It is not yet outstanding because:

- Staff do not maximise opportunities to promote healthy eating and fully support children's growing understanding of the reasons for eating healthily.
- The management team have not yet established highly successful strategies to fully engage all parents to support children's learning at home.

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

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

- focus more precisely on promoting healthy eating, for example, by introducing different ideas to help parents to provide healthy lunches for children and support further children's growing understanding of the reasons for eating healthily
- strengthen existing good relationships with parents by providing information and ideas for activities that they can use to support children's learning at home.

## **Inspection activities**

- The inspector observed the quality of teaching in the indoor and outdoor environment.
- The inspector completed a joint observation with the manager.
- The inspector held meetings with the manager and talked to staff and children at appropriate times during the day.
- The inspector looked at the self-evaluation and other relevant documents, including evidence of the suitability of staff working in the Centre.
- The inspector took account of the views of parents spoken to during the inspection.

## **Inspector**

Cath Palser

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

The quality of teaching is good. Staff use their knowledge of teaching to provide suitable activities, which offer all children interest and challenge. For example, staff encourage younger children to listen to the birds singing outdoors. Children look in the nearby trees as they explore where the sounds are coming from. Staff support older children to use pictorial guides for ideas to build a home for their toy penguins. They discuss what kind of habitat penguins normally live in. Consequently, children develop good language, listening and attention skills as they find out more about the world around them. Children are supported well by the staff. They are confident, self-motivated and develop the skills and attitudes that prepare them well for their future learning. Parents comment that they are happy with their children's progress and with the information shared with them. However, staff have not yet developed highly effective strategies to support children's learning at home. For example, staff do not provide all parents with ideas for activities to do at home, so that children make the best possible progress.

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

The respectful and caring staff role model polite interactions. Effective routines and strategies help children's growing understanding of expectations. As a result, children play cooperatively together and behave well. They settle in easily due to the close bond and secure attachments established with the staff. Children develop strong physical skills. They have plenty of opportunities throughout the day to run around and exercise vigorously outdoors in the fresh air and in weekly physical exercise sessions. Children are provided with nutritious snacks. However, staff do not provide information to parents about providing nutritious lunch boxes. In addition, staff do not maximise opportunities to talk to children about the reasons for eating healthily and the impact on their bodies.

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

Thorough self-evaluation takes into account the views of all the staff, parents and children, and clear development plans are used to drive improvement. There is an ongoing programme of staff professional development, which has a positive impact on learning and development. Following training, staff have introduced a range of effective strategies to support children's early language and communication skills. For example, they use a range of activities and resources and adapt the environment to provide play areas that promote children's communication skills well. Staff offer families home visits when children start at the Centre and they take children to the local school to participate in a range of activities. This helps children to become confident and familiar with the staff and routines, which helps support their move in to the centre and school. Established partnership working with other agencies results in information being effectively shared and children's needs being met well.

## Setting details

<b>Unique reference number</b>	309593
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	864927
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	39
<b>Number of children on roll</b>	45
<b>Name of provider</b>	Honeypot Pre-School Committee
<b>Date of previous inspection</b>	15 November 2011
<b>Telephone number</b>	01772 260 793

Honeypot Under 5's Centre was registered in 1995. The Centre employs nine members of childcare staff. Of these, all hold appropriate early years qualifications at level 3, including one with Early Years Professional status and one holds a qualification at level 4. The Centre opens, Monday to Friday, during term time. It operates on Thursday and Friday from 9am to 12pm and Monday, Tuesday and Wednesday, from 9am to 3pm. The Centre provides funded early education for two-, three- and four-year-old children.

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