

# The Honey Bee Pre-School

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



## Inspection date

23 June 2015

## Previous inspection date

11 December 2014

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
The contribution of the early years provision to the well-being of children		Requires improvement	3
The effectiveness of the leadership and management of the early years provision		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The quality of teaching is variable as some staff are more confident in supporting children's learning and development than others. On occasions, some of the activities are not age appropriate.
- The organisation and quality of the toys and equipment in the younger children's room does not support them in making independent choices. On occasions staff do not make the best use of the resources available to support children's learning.

### It has the following strengths

- The provider has worked hard to address the many weaknesses highlighted at the previous inspection to make improvements to the overall quality of the pre-school.
- Staff use the local community to enhance children's learning. They visit the library, explore the 'secret garden' and use a range of equipment in the local park.
- Parents are encouraged to enrol on childcare training. This helps them to develop their knowledge of how young children learn, and how they can support their children's learning at home.
- Older children make good progress in their learning. They concentrate for long periods of time and are well supported by staff.

## What the setting needs to do to improve further

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

- increase staff skills and knowledge of how children learn and develop, through monitoring, mentoring and training, to improve the quality of teaching
- make sure there are sufficient, good-quality toys and resources and organise these so children can independently choose what they want to play with.

### Inspection activities

- The inspector conducted a joint observation with the manager of the setting to assess the quality of teaching.
- The inspector spoke with parents and carers to seek their views on the quality of the pre-school.
- The inspector sampled a range of documentation, such as children's developmental records and staff information.
- The inspector observed activities and assessed the support for children's learning both indoors and outdoors.
- The inspector held a meeting with the management team to assess how they monitor the quality of the pre-school and plan for further development.

### Inspector

Maria Conroy

## Inspection findings

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

The quality of teaching is variable. On occasions, some staff focus on activities that are not age appropriate. For example, they introduce literacy and numeracy for younger children, rather than focus on basic communication and language skills. Some staff are more confident than others when supporting children's learning and development. Staff question children during planned activities, however, they do not always allow children time to think and respond. Activities provided for younger children are less successful than those for older children because the organisation and quality of the resources used do not consistently challenge or extend children's learning. Therefore, younger children sometimes become disinterested and move away from the activity. This means they do not all make good progress in their learning. Staff use visual aids during story time, which engage children and motivate them to learn. Children talk about healthy eating and they learn new vocabulary. Staff regularly observe children and use this information to identify the next steps in their learning. They have started to track children's progress. This enables them to identify if there are any gaps in their development and what support is needed. Staff keep parents informed of their children's progress and how they can help them at home.

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

Children come into pre-school happily and settle well. They form close relationships with staff. Children are developing their independence through the daily routine. For example, they put on their own aprons and pour their drink at snack time. This helps children to develop the skills they need for starting school. Children generally behave well and they are learning to share and take turns. The organisation and quality of the toys in the younger children's room does not enable children to choose what they want to play with. Some resources have pieces missing which does not encourage children to use the toys to support their play.

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

The manager and staff have a secure understanding of the requirements of the Early Years Foundation Stage. They continue to review and improve their practices. For example, the staff and the manager now have a secure understanding of safeguarding issues and implement effective systems to keep children safe. They have attended training and regularly discuss the arrangements for protecting children. Recruitment procedures include appropriate checks to make sure staff are suitable to work with children. More recently, they have begun to focus on meeting the learning and development requirements. For example, they have been working to reduce noise levels in the building to create a better play and learning space. The management team has recently introduced a system to monitor staff practice, which has helped to support their professional development, but teaching is not yet consistently good.

## Setting details

<b>Unique reference number</b>	EY296940
<b>Local authority</b>	Reading
<b>Inspection number</b>	1013790
<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>	43
<b>Name of provider</b>	The Honey Bee Preschool Limited
<b>Date of previous inspection</b>	11 December 2014
<b>Telephone number</b>	0118 957 2318

The Honey Bee Pre-School opened in 2005 and is privately owned. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school is in receipt of funding for the provision of free early education for children aged three and four years. The pre-school opens five days a week during school term times. Sessions operate on Monday to Thursday from 9.15am until 12.20pm and from 9.15am until 12 noon on a Friday. Ten members of staff, including the owner, work with the children. Seven staff hold a recognised early years qualification. Three staff are working towards qualifications. In addition, there is one volunteer who is also working towards a qualification.

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