

Honeypot Pre-School (Group 2)

Stanmore Chapel, Nelson Road/Marsh Lane, Stanmore, Middlesex, HA7 4HP



Inspection date

11 December 2015

Previous inspection date

6 March 2012

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

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

- The provider has not ensured that Ofsted is notified of changes to the members of the committee who are collectively legally responsible for the operation of the pre-school.
- Information regarding the Disclosure and Barring Service checks for the new committee members has not been recorded appropriately. This information has not been shared with Ofsted to enable the full suitability assessment process to be completed.
- Self-evaluation is not rigorous enough to ensure that all requirements are considered and met.

It has the following strengths

- The quality of teaching is good. Regular assessments are carried out and staff are accurately identifying children's next steps so that they make good progress.
- Management and staff use a range of methods to communicate with parents. They are kept well informed about their child's progress through regular updates.
- There are warm and supportive relationships between children and staff. Children develop good social skills and are keen to engage in learning activities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage and the Childcare Register the provider must:

Due Date

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| ■ implement effective systems to ensure that new committee members are suitable, including obtaining enhanced Disclosure and Barring Service checks, and provide Ofsted with this information to enable the suitability assessment to be completed. | 04/01/2016 |
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To further improve the quality of the early years provision the provider should:

- develop the self-evaluation systems to identify and prioritise weaknesses in leadership and management in order to improve practice and ensure that all safeguarding and welfare requirements are met.

Inspection activities

- The inspector had a tour of the premises, both indoors and outside.
- The inspector observed the quality of teaching and interaction between children and staff and spoke with them at appropriate times during the inspection.
- The inspector completed a joint observation of an activity with the manager.
- The inspector held a meeting with the manager and the deputy manager.
- The inspector took account of the views of parents spoken to at the inspection.

Inspector

Emma Merva

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding arrangements are effective. The manager and staff are aware of the procedures for safeguarding children. They know the action to take for reporting any child protection concerns they may have about a child in their care. Staff attend training to keep up to date and enhance their skills. All staff are suitably vetted. However, Ofsted has not received the required information from the provider to complete the suitability assessment for the new committee members. The provider is clear that the new persons do not have unsupervised access to children, minimising the impact to children's welfare. Staff have effective access to professional development to enhance their skills and further improve their practice. The manager has ensured that planning is effective and that all staff are involved in planning specific areas of the curriculum. However, self-evaluation has not identified the weaknesses in meeting the legal requirements. Partnerships with external agencies support the setting to help children make good gains in their learning.

Quality of teaching, learning and assessment is good

Staff provide activities and resources that capture children's interests well, so that children are keen to take part. Individual support and children's needs are taken into account and built upon to enhance their learning experiences. The manager and staff keep good records of planning and next steps for children. This ensures that they are provided with a variety of activities which challenge and engage them. All areas of learning are planned for so that there are inspiring activities and play equipment to support children's good progress. All children are keen to engage and participate in group activities which focus on developing relationships, such as singing rhymes and following directions from staff. Children display enjoyment and concentration as they learn when participating in activities. They take turns and share experiences in their learning when they are working with staff and independently.

Personal development, behaviour and welfare are good

The relationship between the setting and parents is very positive. There are good communication links, which enable parents to keep informed about children's activities and any support that may be required. The setting uses multi-agency associations well to support children's needs. There are good settling-in procedures to support children in feeling safe and being ready to learn. Their self-esteem is also well promoted. Staff are good role models and provide effective examples for children to follow. For example, personal hygiene is taken very seriously. Staff make sure all children wash and dry their hands to be ready for snack time. Snack time is well organised by staff and children are able to choose from a varied selection of fruit and drinks. Children learn about many other customs and cultures in pre-school including the celebration of Christmas and Islamic art.

Outcomes for children are good

Children develop good social and independence skills and enjoy playing freely, both indoors and outside. They are able to choose from a comprehensive range of activities and resources. All children make good progress from their starting points, which supports their next steps in learning.

Setting details

Unique reference number	EY264075
Local authority	Harrow
Inspection number	1024356
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	20
Number of children on roll	48
Name of provider	The Honeypot Lane Playgroup Association Committee
Date of previous inspection	6 March 2012
Telephone number	0208 416 3618

Honeypot Pre-School (Group 2) was registered in 2003 and is one of two pre-schools operated by a voluntary committee. The pre-school employs nine members of childcare staff, all of whom hold relevant early years qualifications at level 3 or 4. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.15am until 12.15pm and 12.45pm until 3.45pm. There is also a lunchtime session from 12.15pm until 12.45pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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