

# The Honey Bee Preschool

Haq Char Yar Islamic Centre, 2a Valentia Road, Reading, RG30 1DL



## Inspection date

Previous inspection date

27 September 2016

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
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 is good

- High priority is placed on promoting children's communication. Staff model language skilfully, ask children about what they are doing and encourage them to respond. As a result, all children are learning to speak clearly and confidently.
- Children are self-assured and settled. This means they feel emotionally secure and ready to learn.
- Staff are very welcoming and form strong partnerships with parents. They work well together to promote children's learning.
- Children experience a varied programme of activities, both within the setting and local area, to increase their understanding of the wider world. For example, they walk to an outdoor market to buy fruit and make weekly visits to the local community garden.
- The owner has a clear vision for the pre-school. She is committed to driving improvement across the setting.

### It is not yet outstanding because:

- Not all staff are yet fully confident in implementing some aspects of the safeguarding policy and procedures.
- Occasionally the organisation of group activities impacts on children's individual learning, as due to the numbers involved, some children are unable to fully access and explore the available resources.

## What the setting needs to do to improve further

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

- strengthen existing arrangements to ensure all staff are able to confidently implement all policies and procedures
- review the planning of group activities in order to fully promote each child's learning.

### Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning both indoors and outdoors.
- The inspector completed a joint observation with the owner/manager.
- The inspector spoke to staff and held a meeting with the owner/manager.
- The inspector spoke to parents and took account of their views.
- The inspector looked at a range of documentation, including records of the progress children make, evidence of suitability of staff working in the setting, policies and procedures.

### Inspector

Nikki Whinton

## Inspection findings

### Effectiveness of the leadership and management is good

The owner manages the setting well. She is committed to developing children's awareness of the wider world and enabling them to reach their full potential. The management team carefully monitors the effectiveness of the educational programme. There is a constant evaluation of the impact of each day's activities on supporting children's learning. As a result, children make good progress. The manager seeks the views of parents, staff and children to help identify the setting's strengths and areas for improvement. Procedures for ensuring the suitability of staff are robust. Arrangements for staff supervision are effective. Every member of staff is encouraged to undertake targeted training and gain further professional qualifications. Safeguarding arrangements are effective. The management team fully understands their safeguarding responsibilities. All staff are aware of the setting's policies and procedures. However, some staff are more confident than others.

### Quality of teaching, learning and assessment is good

The quality of teaching is good. Staff find out about children's achievements prior to a child starting, such as through home visits. They communicate regularly with outside professionals to support children with identified additional needs. Staff complete targeted observations and assessments to effectively plan the next steps in each child's learning. Staff quickly identify any gaps in children's progress and target activities, in line with their interests, to support their development. Parents are encouraged to be involved in their children's learning. For example, parents attend 'world book day' celebrations and accompany children on outings. Families are invited to look after the setting's toy 'Buzz' to share and record their adventures. Parents are encouraged to take home books to read with their child. They are invited to contribute to assessments and discuss their child's progress at the termly parents' meetings.

### Personal development, behaviour and welfare are good

Staff offer a safe and welcoming environment. They know the children very well and quickly form good relationships with them. Staff are consistently well deployed to support children's individual needs. They help children learn how to keep themselves safe. For example, staff remind them how to use knives safely when spreading honey on their snack. Staff have high expectations of children's behaviour. They act as good role models and gently reinforce positive ways to behave.

### Outcomes for children are good

Children are well prepared for starting school. They confidently gain skills that promote their independence. For example, they find their name cards and self-register on arrival they wash their hands before eating and learn to put on their own coats. Children sit and concentrate for short periods. They listen attentively at story time and eagerly respond to questions about the narrative. Children are excited to learn. For example, they become entranced observing what happens when liquid is added to 'magic snow'. Outside, children laugh excitedly as they carefully fill syringes with water and shoot the contents at a blackboard target.

## Setting details

<b>Unique reference number</b>	EY487047
<b>Local authority</b>	Reading
<b>Inspection number</b>	1067316
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	3 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	14
<b>Name of registered person</b>	Prima Edu Limited
<b>Registered person unique reference number</b>	RP910348
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01189572318

The Honey Bee Pre-School registered in 2015, although it was previously registered and opened in 2005. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The pre-school opens five days a week during school term times. Sessions operate on Monday to Thursday, from 9.30am until 12.45pm, and Friday from 9.30am until 12.00pm. The setting is in receipt of funding for the provision of free early education for children aged three and four years. There are six members of staff, including the owner/manager, who work with the children. Of these, five staff hold an appropriate early years qualification.

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