

# The Honey Pot Preschool

32 Fairmead Road, Yeovil, Somerset, BA21 5SE



## Inspection date

21 October 2016

Previous inspection date

6 June 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Staff support children's early literacy skills very well. For example, young children learn to link sounds to letters, begin to form letters to write their name and take books home to share with parents each week.
- An effective key-person system supports effective partnerships with parents. They actively involve parents in their children's learning through regular meetings and sharing of information. This encourages parents to build on their children's learning at home and ensure that children feel happy and secure.
- The leadership team effectively evaluates the quality of the provision. For example, they complete annual training audits and regular supervision for all staff, including the manager, to help improve staff's knowledge and teaching skills. For example, recent Forest School training has increased opportunities for children to learn about nature and deepen their understanding of the world.
- The manager monitors the learning and development of all children well. Children make good progress and gaps for children with additional needs close quickly.

### It is not yet outstanding because:

- On occasion, staff do not challenge and question children to extend their learning further during planned activities.
- Staff do not use mealtimes more effectively to develop children's independence and opportunities to do things for themselves.

## What the setting needs to do to improve further

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

- support staff more to consistently challenge and question children, to extend their learning further during planned activities
- use mealtimes more effectively to develop children's independence and opportunity to do things for themselves.

### Inspection activities

- The inspector observed the children and staff taking part in a variety of indoor and outdoor activities.
- The inspector talked with staff and observed their teaching including a joint observation with the manager.
- The inspector interviewed the manager.
- The inspector sampled documentation including records relating to children's progress and safeguarding.
- The inspector talked with some parents and took into account their views.

### Inspector

Rebecca Martin

## Inspection findings

### Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. The manager and staff understand the actions to take if they have concerns about a child's welfare. The leadership team conducts rigorous recruitment procedures to ensure the suitability of all staff. They support staff well to keep children safe. Risk assessments are thorough and staff know how to implement them effectively. The leadership team extends well the staff's knowledge of safety, for example, by placing safety reminders around the setting and completing regular checks on staff knowledge of the policies, particularly safeguarding and safety. The environment is safe and secure for children.

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

Staff support young children's understanding of the world well. For instance, they teach children about wildlife and types of birds in the local area. Staff encourage children's language skills effectively. For example, they ask questions that encourage young children to communicate their ideas and introduce new words when they complete puzzles. Staff use the information from their regular and precise assessments of children's learning effectively to plan activities that meet children's learning needs. Children benefit from effective communication between staff, outside agencies, parents and other settings they attend. Staff know the children well. Overall, they interact positively with the children, including those that are not their key children, to guide their learning and help them achieve their next steps in learning.

### Personal development, behaviour and welfare are good

Staff support children well to develop good hygiene practices such as teaching them to blow their noses, wash their hands and understand how germs can make them ill. Children behave well and enjoy playing and interacting with each other. Staff praise children's good behaviour and teach them to respect others' views and feelings. They teach children to be kind and considerate, for instance to learn how to care for chicks and how to handle them carefully and safely. Children show kindness and think about the needs of others in their play. For instance, they collect pieces of paper for other children who want to draw without being asked. Staff ensure that children enjoy being outdoors, for example they plan 'fairy' and bug hunts in the local community and provide stimulating resources in the pre-school's outdoor area. Children develop physical well-being and interest in the world around them.

### Outcomes for children are good

Children gain the skills they need for their next steps in learning, including starting school, especially their early reading and writing skills. They are motivated and confident learners. Children develop good mathematical skills, to count and recognise numbers.

## Setting details

<b>Unique reference number</b>	143114
<b>Local authority</b>	Somerset
<b>Inspection number</b>	1061477
<b>Type of provision</b>	Sessional provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	14
<b>Number of children on roll</b>	21
<b>Name of registered person</b>	The Honeypot Pre-School Committee
<b>Registered person unique reference number</b>	RP904645
<b>Date of previous inspection</b>	6 June 2013
<b>Telephone number</b>	01935 427643

The Honeypot Preschool registered in 1990. The setting receives funding to provide free early education to children aged three and four years old. The pre-school is open Monday to Friday term time only, from 9.15am until 12.15pm. There are afternoon sessions running Monday to Thursday from 1pm to 4pm. The committee employs six members of staff, five of whom work directly with children. Of those, the manager holds a level 5 qualification in childcare and all remaining members of staff have a relevant early years qualification to level 3. The other member of staff, who does not work directly with children, has qualified teacher status.

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