

Honeypots Pre-School Weybridge



Weybridge Youth Centre, Portmore Way, (off Portmore Park Road), Weybridge,
Surrey, KT13 8JD

Inspection date	19 September 2017
Previous inspection date	29 January 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

- The key-person system is used well to help children to settle quickly. Children show strong attachments to the staff and emotional security in exploring all areas of the learning environment.
- Partnerships with other professionals are good. Management understands the importance of sharing information to provide children with a joined-up approach to their learning and development. Funded children, and those with special educational needs, are supported very well to help them make the best possible progress.
- Children show a keen curiosity in their learning. Staff provide many activities and resources that help children to build on their interests and make their own choices.
- The management encourages and supports the professional development of the team. It ensures that staff have access to training to help to keep their knowledge and understanding up to date and to help raise children's outcomes to the highest level.
- Staff are effective role models for the children in their care. They help them to behave well and to start to understand how to manage their own feelings.

It is not yet outstanding because:

- Systems for gaining parents' views are not highly effective in ensuring that all parents become fully involved in the evaluation process to drive forward improvement.
- The system for observing and supervising staff does not fully support staff to improve their practice, such as using their initiative before interrupting children's play and learning unnecessarily.

What the setting needs to do to improve further

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

- review the current systems used to gather parents' views and comments, to help ensure they are effective in fully involving them in the evaluation process
- make better use of the current observation and supervision process, to better support new and less-experienced staff, and help staff further identify areas for improvement in their practice.

Inspection activities

- The inspector sampled a range of documentation, including recruitment records, suitability checks and children's progress files.
- The inspector spoke to parents and took account of their views and opinions in the inspection process.
- The inspector spoke with staff and children at appropriate times throughout the inspection. She also held a leadership meeting with the provider and the manager.
- The inspector observed staff interactions and the quality of their teaching with children indoors and outdoors, and the impact this had on their learning and development.
- The inspector carried out a joint observation with the manager.

Inspector

Gwendolyn Andrews

Inspection findings

Effectiveness of the leadership and management is good

The management uses an effective recruitment and induction procedure to help ensure the suitability of all staff who work with children. Safeguarding is effective. There is a vigilant culture present within the staff team in protecting the children in their care. Staff are confident in explaining the reporting procedures they would use to report any concerns, to help protect children's welfare. Management continuously monitors children's progress to quickly identify gaps in their learning. This helps to ensure that all children achieve and develop well. Management holds regular staff meetings and discussions to help to share ideas or the contents of training they have accessed.

Quality of teaching, learning and assessment is good

Parents are fully involved in their children's achievements and development. They share initial information about their children's interests and capabilities when they first start. Staff use this information well to plan precisely for children's ongoing learning and to consistently support and challenge them. Parents receive timely assessment reports and are invited to contribute and discuss their children's next steps in learning. Staff help to promote children's communication and language development and early mathematics well. For instance, younger children enjoy stories with pop-up characters and count the candles on a birthday cake. Older children take part in group times, during which they talk about the days of the week and count numbers to correctly find the date of the month.

Personal development, behaviour and welfare are good

Children eagerly arrive for their day into a very welcoming pre-school environment. They are motivated and inquisitive in their play and learning. Staff help children to learn small elements of risk to gain an early understanding of how to protect themselves and others. For example, they offer explanations about not using heavy bricks to build very tall towers. The supportive staff encourage children's independence and help them to develop a growing determination in trying new things for themselves and to enjoy the experience of completing tasks successfully.

Outcomes for children are good

All children make progress from their starting points. They are developing the necessary skills for their future learning. Children are developing a good understanding of the similarities in themselves and others. They have many opportunities to learn about the world around them. For example, they enjoy many visits to the pre-school from important members of the community, such as from a doctor, physiotherapist and dental nurse. Children show a growing confidence in their own learning. They are valued and this helps them to develop positive self-esteem. For example, as they access all the resources independently and vote for their favourite activity.

Setting details

Unique reference number	EY218324
Local authority	Surrey
Inspection number	1061633
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 5
Total number of places	45
Number of children on roll	26
Name of registered person	Honeypots Ltd
Registered person unique reference number	RP521529
Date of previous inspection	29 January 2013
Telephone number	07810882062

Honeypots Pre-School Weybridge registered in 2002 and is situated in Weybridge, Surrey. The pre-school is open five days a week during school term times, from 9.15am to 12.30pm. The pre-school provides a lunch club until 1pm and an additional lunch club for school leavers until 1.30pm. Funding for the provision of free early education is available to children aged two, three and four years. There are six members of staff who work with the children. Of these, one holds a foundation degree in early years, two hold relevant early years qualifications at level 3, and two hold qualifications at level 2.

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