

Honey Bees Pre-School

NORTON PARISH COUNCIL BUILDING, Norton, DONCASTER, South Yorkshire, DN6 9DW



Inspection date

7 March 2018

Previous inspection date

8 April 2014

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

- Children have close bonds with their key person and are very happy and settled. They excitably enter the pre-school, happily leave their parents and quickly engage in activities. Staff help children to feel emotionally secure.
- Staff use good systems to observe, plan and assess children's progress. They identify gaps in children's learning successfully and take action to support them. Children make good progress from their individual starting points.
- Staff provide good support to help all children understand their feelings. Children behave very well. They learn to take turns, share and be kind and respectful to others.
- There are strong partnerships with parents. Staff recognise the importance of parents involvement in their children's learning and encourage this well to provide continuity. Parents say that staff are caring and supportive and their children have fun at pre-school.
- Managers have high expectations and evaluate the provision well. For example, the manager and staff have reviewed the organisation of the environment to optimise the use of the outdoor space to meet children's individual needs effectively.

It is not yet outstanding because:

- The organisation and pace of group times does not always encourage children to make choices and be more actively involved in their learning.
- Staff do not organise some daily routines well enough. They do not make the best use of time. Children are left waiting too long before they move on to the next activity.

What the setting needs to do to improve further

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

- review the organisation of group times to encourage children to make choices and be more involved in their learning
- organise daily routines more effectively so children are not left sitting and waiting for a long time without anything to occupy them.

Inspection activities

- The inspector spoke with members of staff and children at appropriate times during the inspection. She held discussions with the manager and directors of the pre-school.
- The inspector observed the quality of teaching during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.
- The inspector completed a joint evaluation of an activity with the manager.
- The inspector sampled a range of documents, including attendance records, evidence of staff suitability checks and those linked to monitoring children's progress and safeguarding children.

Inspector

Janice Hughes

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have a secure knowledge of safeguarding procedures. They know their responsibility to report any concerns about a child or a member of staff to the appropriate local safeguarding agencies. Managers follow a rigorous recruitment and induction process and continue to assess staff suitability. They support the professional development of staff well. For example, staff attend meetings, supervisions and training. They have recently attended training on how to support children's play. This has resulted in children using activities more effectively. There are good partnerships with professionals and other early years settings children attend to maintain continuity in care and learning. The manager spends extra funding well.

Quality of teaching, learning and assessment is good

Staff are experienced, well qualified and understand that children learn through play. They know children's interests well and plan activities based on what children enjoy. For example, after noting children's interest in dinosaurs, staff spontaneously challenge their learning further by hiding them in the outdoor environment for children to find. Staff interact effectively with the children. They provide good support for children's language and communication skills. For instance, they ask older children thought provoking questions and help them to recall past events. Furthermore, they extend toddlers vocabulary well. Staff introduce mathematical terms when playing with children, such as the names of shapes, comparing sizes and counting. Young children develop their small-muscle skills well, for example as they use a range of tools to manipulate the play dough.

Personal development, behaviour and welfare are good

Staff create a welcoming environment. Children are confident and show they are comfortable in their surroundings. Staff promote children's independence and encourage them to complete simple tasks for themselves, such as putting their coats on, pouring their own drink at snack time and helping to tidy away equipment. Staff help children to learn about a healthy lifestyle. They follow good hygiene procedures, have healthy food options at snack time and enjoy plenty of time in the outdoor environment. Children develop a positive awareness of similarities and differences between themselves and others. For instance, they learn about a range of cultural festivals.

Outcomes for children are good

Children gain the skills they need for their future learning and the eventual move to school. They have fun and enjoy learning. Children's early literacy skills are developing well. For example, they form recognisable letters as they develop their early writing skills and enjoy looking at books. Children develop their creative and problem-solving skills well. For example, they put tubes together so they can play a game of rolling balls through them.

Setting details

Unique reference number	EY467937
Local authority	Doncaster
Inspection number	1088209
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	16
Number of children on roll	44
Name of registered person	Honey Bees Pre-School Community Interest Company
Registered person unique reference number	RP532978
Date of previous inspection	8 April 2014
Telephone number	07983 430 476

Honey Bees Pre-School registered in 2013 and is managed by Honey Bees Pre-School community interest company. The pre-school employs six members of childcare staff, of whom four hold appropriate early years qualifications, at level 3 and 4. One of the directors of the company holds qualified teacher status. The pre-school opens from Monday to Friday, term time. Sessions are from 9am until 3.45pm. The pre-school receives funding for the provision of free early education for two-, three- and four-year-old children.

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