

Honeypot Room

Moorhill Primary School, Pye Green Road, Cannock, Staffordshire WS11 5RN



Inspection date	18 October 2018
Previous inspection date	20 October 2015

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

The provision is good

- Leaders and managers work well together and with the staff team to drive improvement forward. They reflect on practice and review the provision to ensure outcomes for children continue to be enhanced.
- Teaching is good. Staff have a secure knowledge and understanding of how to promote young children's learning and development. They plan well to build on learning, particularly in promoting children's communication and language skills.
- Partnership with parents is good. Parents speak highly of the staff and some say the pre-school is 'brilliant'. They comment on how well their children have settled and the improvement they have seen in their children's speech and confidence. Parents are encouraged to be involved in their children's learning at home.
- Children's behaviour is good. Staff are positive role models who speak to children with respect, care and concern. They build a warm rapport with the children and promote kindness towards others, sharing and taking turns. This supports children's emotional well-being very effectively.

It is not yet outstanding because:

- The manager does not make the best possible use of supervisory meetings to monitor and evaluate staff practice and to focus on raising the overall quality of teaching to the highest level.
- Staff do not provide enough opportunities for children to gain a greater understanding of their local area and community.

What the setting needs to do to improve further

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

- strengthen the arrangements to support and supervise staff and focus even more effectively on enhancing the already good teaching to the next level
- enhance opportunities for children to extend their understanding of their local environment and community.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the chairperson and manager. She looked at relevant documentation and evidence of the suitability of staff working at the pre-school and committee members.
- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Jacqueline Nation

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff have a good understanding of safeguarding procedures and know how to identify a child who may be at risk of harm. Clear policies, procedures and risk assessments are in place and implemented effectively. Staff know the procedures to follow should they have concerns about a child's welfare. The staff are experienced and well qualified and embrace opportunities to complete training. The manager and staff team closely monitor the progress children make. They quickly identify any gaps in learning and take steps to address these. Staff work well with parents and regularly share information about their children's achievements. Learning journals give a good overview of children's enjoyment and achievement. Recruitment and induction procedures are effective in helping to ensure staff are suitable to work with children. Additional funding is used well to improve outcomes for individual children.

Quality of teaching, learning and assessment is good

Staff teach children a wide range of skills and interact positively with them while they play. They ask children open questions to prompt thinking and learning. Staff use observation and assessment well to plan for what children need to learn next. Staff work closely at the children's level, modelling play and language very effectively. They use repetition and descriptive language to extend children's vocabulary. Children enjoy listening to stories and singing and clapping along to the 'hello' song. They make marks, using paint, pens and chalk, and talk about making lines on the board outside using water and brushes. Staff weave mathematical concepts and language into play very effectively. They count with the children while building towers and talk about size and shape names. Children delight in being creative using a wide range of resources to make hedgehog pictures and build houses and big castles with wooden blocks.

Personal development, behaviour and welfare are good

The stimulating, warm and welcoming environment and wide range of activities enable children to make choices and enjoy their learning. Staff know the children well and nurture their individual needs very successfully. Children are happy and quickly begin to show good levels of confidence. They respond well to the daily routine. Staff help children to keep themselves safe as they play with gentle reminders about how to use toys and equipment in a safe way. Children demonstrate a real sense of pride as they proudly show off their stickers they receive and the creations they have made. Children enjoy the time they spend outdoors where they build confidence in their own ability, such as throwing balls into a container and climbing. They follow good hygiene routines and learn about making healthy food choices.

Outcomes for children are good

Children make good progress in their learning. They are happy, safe, feel secure and behave well. Children develop competent independence skills in their personal care and know when to wash their hands. They put their coats on to go outside. This ensures children learn key skills to help them when they move on to their next phase in learning.

Setting details

Unique reference number	EY297454
Local authority	Staffordshire
Inspection number	10066001
Type of provision	Sessional day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	26
Number of children on roll	41
Name of registered person	Moorhill Pre-School and Fun Club Committee
Registered person unique reference number	RP518237
Date of previous inspection	20 October 2015
Telephone number	01543 227193

Honeypot Room opened in 2005 and is one of three groups run by a voluntary committee. The pre-school employs 12 childcare staff; of these, 10 hold appropriate early years qualifications from level 2 to level 6. The pre-school is open Monday to Friday, during term time. Sessions are from 8.30am until 3.15pm. The pre-school provides funded early education for two- and three-year-old children.

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