

# Honeypot Under 5's Centre

Weeton Army Camp, Minden Road, Weeton, Preston PR4 3JQ



<b>Inspection date</b>	11 December 2018
Previous inspection date	15 April 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

### This provision is good

- The centre environment is bright, welcoming and secure, with a wide range of good-quality resources. Staff provide interesting and challenging activities so that children have fun while they learn.
- An effective key-person system is in place so that children's individual needs are met and they form secure attachments to staff. Children enjoy their time at the centre and settle well from the start.
- Managers have introduced an electronic system for observing and tracking children's progress. Parents can log into the electronic system to find out what their child has been doing and continue with activities at home.
- Leadership is strong. Managers continuously look for ways to improve by reviewing staff's practice and evaluating the provision.
- Managers encourage a culture of professional development and support for staff that enables them to provide the best quality experiences for children.
- Staff do not provide enough opportunities for children to develop their knowledge and understanding of the differences and similarities between people and communities.
- Staff do not have all the key information about children's development when they start to attend the centre as parents are not asked to share details about what their child knows and can do.

## What the setting needs to do to improve further

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

- provide more opportunities for children to explore the wider community and learn about people from different cultures and ethnicities
- build on the positive partnerships with parents by encouraging them to contribute to their child's initial assessment and share what they know about what children can do at home.

### Inspection activities

- The inspector had a tour of the centre to check the suitability of the premises and the quality of resources.
- The inspector observed, and assessed the quality of teaching and learning during indoor and outdoor activities.
- The inspector spoke to staff, parents and children throughout the day.
- The inspector held a meeting with managers where she checked policies and procedures, including suitability of staff based on their qualifications and Disclosure and Barring Service checks.

#### Inspector

Mary Hacking

## Inspection findings

### Effectiveness of leadership and management is good

Managers use supervision sessions and observations of staff's practice to quickly identify any training needs so that practice is constantly improving. They share information with parents in a variety of ways, including daily verbal discussions, a Facebook page and a website. Staff understand how to keep children safe and know what to do if they have concerns about a child. Safeguarding is effective. Managers use self-evaluation to identify and address any areas of weakness. For example, the outdoor area needed refurbishing and has now been enhanced by the construction of a forest school. As a result, children are encouraged to explore the natural environment. Managers use accurate assessments of children's progress to identify any gaps in their development. They ensure that staff complete the progress check for children aged between two and three years and pass the details to parents to share with their health visitor. This means that any gaps in children's development are quickly identified. Managers work closely with other professionals to ensure that all children get the support they need.

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

Staff provide activities to ignite children's interest in all areas of learning. For example, children learn about texture and colour as they engage in a collage activity. They develop their small-muscle skills as they decorate their artwork with glitter and glue. Children learn simple songs and enjoy role play as they practise and take part in the Christmas concert. Staff give praise and children show pride in their achievements. Children enjoy listening to stories and looking at books. Staff encourage them to take part in storytelling so children remain focused and predict what might happen next. Children choose whether to play indoors or in the refurbished outdoor area, which has lots of stimulating resources for children to choose from. For example, children use binoculars to look for birds and staff help children to put food out on the bird table. This supports their developing knowledge and understanding of the world.

### Personal development, behaviour and welfare are good

Children are developing their self-care skills and independence. Staff support all children, including babies, to wash their hands, select fruit and feed themselves. They sit with children at mealtimes to model good behaviour and manners. Children learn about healthy foods as they eat. Staff challenge children to select the healthiest items and eat them first. This encourages children to develop a positive attitude towards healthy eating. Children enjoy socialising with their peers and staff at mealtimes. They talk about starting primary school and their families. Staff encourage discussion by questioning and helping them to make positive links to home. For example, staff talk to children about their siblings who attend the local primary school. Staff use nappy change times as an opportunity to talk to babies and promote language development.

### Outcomes for children are good

Children know their routines and can follow simple rules. They are progressing well from their starting points. Most children are working comfortably within the typical range for their age. Children visit the local primary school in preparation for starting reception class. As a result, children are ready to embark on the next stage of their learning.

## Setting details

<b>Unique reference number</b>	309593
<b>Local authority</b>	Lancashire
<b>Inspection number</b>	10070876
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Honeypot Pre-School Committee
<b>Registered person unique reference number</b>	RP524367
<b>Date of previous inspection</b>	15 April 2015
<b>Telephone number</b>	01253 836807

Honeypot Under 5's Centre registered in 1995. The centre employs eight members of childcare staff. Of these, six hold qualifications at level 3, one at level 4 and one holds early years professional status. The centre operates Monday to Thursday from 9am to 3pm and on Friday from 9am to 12.30pm during term time. The centre provides funded early education for two-, three- and four-year-old children.

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