

# Inspection of The Honey Bee Preschool

Haq Char Yar Islamic Centre, 2a Valentia Road, READING RG30 1DL

---

Inspection date: 21 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## **What is it like to attend this early years setting?**

### **The provision is good**

Staff support children's safety, good behaviour and understanding of British values well. They explain to children about sharing resources and the purpose of rules during group games. Staff are positive role models. They form close, caring relationships with children, meet their individual emotional needs well and treat them with kindness and respect. Children are happy, settled and enjoy being at the pre-school. They develop good self-confidence and form close friendships with other children. Staff know their key children well. They have high expectations for every child. Overall, children gain the knowledge and skills they need for the future.

Children are motivated to learn. The manager and staff have significantly improved the organisation and accessibility of resources to support the curriculum and children's learning and development. Children now confidently choose and explore the resources. The manager uses pupil premium funding effectively. She employs additional staff, who help to support children who are learning English as an additional language in order to widen their vocabulary and gain the knowledge and skills they need for the future. All staff join in children's play, ask questions, explain the meanings of words, and develop children's great interest in listening to stories and singing nursery rhymes.

## **What does the early years setting do well and what does it need to do better?**

- Managers and staff implement a well-designed curriculum. Staff make good use of opportunities to develop children's learning by linking activities to themes, which at the time of the inspection was 'in the sky'. For example, during an outing to the park, staff showed children how to fly a kite and then gave them the opportunity to try this for themselves. Children laughed and smiled with enjoyment while taking part in parachute games. They enjoy outings to a local 'secret garden' where they learn about life cycles, for example while looking in a small pond and seeing tadpoles turn into frogs.
- Staff skilfully support children's pre-reading skills and mathematical development in all activities. Older children enjoy learning about simple addition. They enthusiastically join in number rhymes. All children develop an interest in books. Parents say that as a result of their children's interest in books, they now take them to the library and read to their children at home. Children concentrate very well during story times and while learning phonics. They remember what they learn and eagerly respond to questions while matching objects to letters of the alphabet. However, staff do not consistently extend and challenge children's learning in all areas of their development.
- Staff fully support children's good health. They provide good opportunities for children to develop physical skills. Children are taken on daily outings to a

nearby playground, where they develop the confidence and skills to use large equipment, such as slides and climbing apparatus. However, staff do not consistently encourage younger children's independence to manage some age-appropriate tasks for themselves.

- Staff work well with parents to meet children's individual needs. They regularly share information about children's care and their next steps for learning. Gaps in children's development are rapidly reduced. Staff carefully consider children's communication and language skills when assessing their developmental progress. If a child has a special educational need and/or disability, staff work with parents and other agencies to promote continuity in children's care and learning. Staff provide good opportunities for parents to share children's experiences and learning at home.
- Staff successfully promote children's good behaviour and safety. Since the last inspection, all staff have completed behaviour management training. This has helped them explain to children more clearly about what is expected, for example about their safety during outings to a local playground.
- Overall, the manager works effectively with staff to make continuous improvements to the pre-school and support the staff's professional development. She works closely with the deputy manager to supervise staff and ensure their well-being. The manager actively seeks and implements ideas shared by staff who are completing higher childcare qualifications. For example, staff have recently started to observe other colleagues' practice and provide feedback, to support continuous improvement in teaching practice.

## Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, all staff have completed training that has improved their understanding of safeguarding and the 'Prevent' duty. They have a good understanding of the procedures to follow if they are worried about a child's welfare and safety. Staff complete robust risk assessments of the premises and before and during outings to keep children safe. A member of staff completes risk assessments before taking children on outings, including the routes they use to walk there, for example to a local playground and enclosed secure garden. Any safety hazards are quickly identified and removed. This helps to keep children safe.

## What does the setting need to do to improve?

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

- further improve the quality of teaching practice so that children are fully challenged in all areas of their learning and development
- improve the opportunities for younger children to develop further independence, with particular regard to self-care skills.

## Setting details

<b>Unique reference number</b>	EY487047
<b>Local authority</b>	Reading
<b>Inspection number</b>	10131775
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Prima Edu Limited
<b>Registered person unique reference number</b>	RP910348
<b>Telephone number</b>	01189572318
<b>Date of previous inspection</b>	27 September 2016

## Information about this early years setting

The Honey Bee Pre-School registered in 2015. It is located in Reading, Berkshire. The pre-school opens five days a week, during term time, from 9.30am to 1.30pm. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. There are eight members of staff, of whom six hold appropriate level 3 qualifications and two hold level 2 qualifications. The setting also receives pupil premium funding.

## Information about this inspection

### Inspector

Cathy Greenwood

### Inspection activities

- The inspector talked with children, staff, parents and managers during the inspection.
- The inspector observed activities indoors and outdoors and accompanied children and staff on an outing to the park.
- The inspector completed two joint observations with managers.
- The inspector looked at a sample of documentation.
- The inspector discussed self-evaluation and what has been improved since the last inspection.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020