

# Inspection of The Honey Pot Preschool

72a Lichfield Street, Walsall WS4 2BY

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Inspection date: 1 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Children happily settle on arrival and are greeted warmly by their key people. Children display good personal, social and emotional skills. They learn to regulate their feelings effectively because they have their feelings respectfully acknowledged. Children practise meditation when they feel overwhelmed. They sit cross-legged and move their body calmly and slowly as they practise breathing techniques. Children's behaviour is good.

Children engage in regular cooking activities. They remember that scales are used for weighing and where eggs come from. Children develop good knowledge of early counting and can confidently count to 10. They predict how many cake cases they might need to fill a baking tray and know they are missing two cake cases because there are 12 indents in their baking tray. Children strengthen their understanding of cooking while engaging in imaginative play. Together with their peers, they talk about what ingredients they need to bake their invisible cake. Children make friends and enjoy sharing their experiences with them.

Children independently look at storybooks and talk about the story with their peers. They pretend to be the teacher reading their class a story. They mimic staff's actions by sitting on a chair as they hold their book up high. They use the pictures as guidance to make up their own story. Children listen well to their peers and engage in meaningful conversations. They are extremely sociable and display high levels of confidence.

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

- Children benefit from a flexible routine where staff understand the importance of exploring children's interests. Staff work exceptionally well with parents to enhance children's learning at home. For example, children take home 'Barnaby the oral health bear'. Barnaby encourages children to brush their teeth at home.
- Leaders promote an inclusive pre-school for all children. Staff carefully select books for children to take home to promote communication and literacy. For those children who speak English as an additional language, staff provide stories in their home language. Children celebrate different festivals which link to their peers' religions. This helps them to learn that they are unique.
- Children have ample opportunity to engage in conversations. They constantly hear new words and are competent communicators. They practise fine motor skills during independent play and use detailed language to explain their creations. For example, children explain that they are making 'potions' as they stir a bucket of sand. At times, staff do not identify the level of assistance children need. During group activities, staff do not always give independence to those children who are capable of carrying out simple instructions, such as

cracking their own egg.

- Children have a sense of belonging. Staff liaise with the local community centre to participate in community activities. For example, children plant flowers in the community and take part in pumpkin walks. This helps them to gain a real understanding of where they live. Parents highly recommend the pre-school and say that staff expand their children's horizons.
- Leaders show high levels of commitment when supporting children to make progress. They evaluate the effectiveness of the provision to enable every child to access the pre-school facilities. For example, leaders use funding to support children who need specific interventions. This includes installing support aids to ensure that children have their physical needs met. There are secure arrangements in place to support children with special educational needs and/or disabilities.
- Children develop strong self-esteem because staff know their children well. Parents say that staff listen to them and create effective starting points for their children. Key people are passionate when they talk about children's progress. They celebrate children's achievements and children receive large amounts of praise.
- Children engage in risky play. They climb, balance and jump as they develop coordination and body awareness through gross motor movements. Children play the 'traffic light' game. They listen well and know that red means stop. Staff identify the importance of teaching children to keep themselves safe during risky play. They say 'red light' to ensure that children listen quickly and are alert to consider potential risks.
- Staff encourage children to take turns when talking in a group. However, at times, the organisation of group activities impacts on children's involvement, concentration and turn-taking opportunities.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff are knowledgeable about child protection and safeguarding issues, including female genital mutilation and the 'Prevent' duty. Leaders identify groups in the local area which may be a threat to their families. Leaders and staff have a secure understanding of the correct procedures to follow should they have concerns about a child's welfare and allegations against staff. Leaders monitor children's absences to identify patterns of concern. They have robust procedures in place to ensure that staff who work with children are suitable. Leaders use induction and ongoing supervision meetings to help staff securely understand their roles and responsibilities in safeguarding children.

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

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

- improve the organisation of large-group activities so that all children can engage in planned learning
- support staff to assess the level of assistance required to promote child independence during group activities.

## Setting details

<b>Unique reference number</b>	EY377830
<b>Local authority</b>	Walsall
<b>Inspection number</b>	10074145
<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>	Full day care
<b>Age range of children at time of inspection</b>	3 to 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	31
<b>Name of registered person</b>	Ramshaw, Jill Denise
<b>Registered person unique reference number</b>	RP514269
<b>Telephone number</b>	01922 640200
<b>Date of previous inspection</b>	11 April 2016

## Information about this early years setting

The Honey Pot Preschool registered in 2008. The pre-school opens from Monday to Friday all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 6pm. The pre-school employs five members of childcare staff. Of these, four hold relevant childcare qualifications at level 3 or above, and one holds qualified teacher status. The pre-school provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Mikaela Stallard

## Inspection activities

- This was the first routine inspection the pre-school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the pre-school.
- A joint observation was carried out by the inspector and the manager.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- Relevant documentation was reviewed by the inspector, including evidence of the suitability of staff, safeguarding and paediatric first aid.
- The views of parents were considered by the inspector, through verbal discussions and emails.

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.

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