

# Inspection of Honeybees Pre-School

The Pavilion, King George V Playing Fields, Station Road, Plumpton Green, Lewes,  
East Sussex BN7 3DP

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Inspection date: 20 January 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Staff are extremely committed to delivering a highly ambitious curriculum. They have a shared vision and strive for all children to have the best start in life. They expertly plan high quality, stimulating learning experiences. As a result, all children, including those who are disadvantaged, make excellent progress in their learning and development. Children are consistently, deeply engaged in their play. They concentrate intently as they practise and master skills, such as using scissors. Children have access to an array of mark-making experiences. For instance, in the outside area they use chalk to draw on trees, while inside they use rollers and big paintbrushes to create large scale art. This supports children to develop the small hand muscles they need for early writing.

Children's personal, social and emotional development is at the core of the curriculum. Staff nurture children's personalities and value each child as a unique and individual being. They provide exemplary support for children's emotional well-being. For example, they use 'feelings puppets' to help children work through any challenges that they experience. As a result, children develop an excellent understanding of their feelings and emotions. Children are exceptionally confident and form very secure attachments to the encouraging staff team. They greatly benefit from a range of outings, such as pond dipping in the local stream, trips by train and visiting the nearby allotment.

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

- Staff are very well qualified and bring a range of experience to the team. Leaders ensure that staff receive targeted and high-quality professional development. This helps to extend their knowledge and skills even further. Staff reflect upon their training and use their skills to positively impact the setting. For example, staff attended training on children's attachments, leading to them amending their settling-in process. As a result, newer children settle in extremely well.
- Partnerships with parents are outstanding. Staff and leaders go above and beyond to include parents in children's learning. For example, they hold regular open evenings for parents to come into the setting to learn about topics such as positive behaviour management and how to support their child's learning at home. Feedback from all parents is exceedingly positive. They praise the 'passionate' team and describe their children as 'flourishing'.
- Children are extremely independent in all that they do. For instance, during snack time, they pour their milk and spread toppings on their toast. Children put on their coats and shoes as they prepare to go outside. They demonstrate a strong sense of pride in their achievements which are celebrated by staff.
- Staff value the diversity of the local community. They embrace every opportunity

to teach children about people in the world around them. For example, they welcome parents in to talk about their own cultures and traditions. In addition, staff invite local elderly residents in to share stories and puzzles with the children. Staff ensure that the resources they provide reflect the diversity of the children attending. This leads to children feeling a strong sense of belonging.

- Children's home languages are celebrated. For example, staff display pictures of children and the languages they speak. They learn keywords in children's home languages and use them regularly. Staff skilfully use every opportunity to support children's language development. They adapt their interactions according to the needs of the individual child. Subsequently, children make very good progress and become confident communicators.
- Children delight in the array of stimulating learning experiences that are precisely planned to support their development. They develop excellent physical skills, as they climb carefully on wooden structures. Children confidently overcome challenges, adapting their approach to ensure that they climb safely. They are encouraged to take managed risks in their play.
- The delightful outside area provides plenty of opportunities for children to access learning experiences across the whole curriculum. For example, children seek and find small, coloured bears in the woodland area. They count and sort the bears into groups, taking turns with their peers. Staff promote children's mathematical development exceptionally well. For instance, as children experiment using glue to stick interesting objects to a large wooden board, staff use language relating to size and positions to challenge children's thinking.
- Children form close friendships with their peers and develop brilliant social skills. They are exceptionally kind and clearly enjoy each others company. For example, to begin their yoga session each child shares how they are feeling and why. Children say, 'I am happy because my friend is here'. They listen respectfully to each other. Staff promote discussion around feelings, which helps children to understand emotions and express themselves.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders prioritise the safeguarding and welfare of the children they care for. They ensure that staff have the required knowledge to respond to any concerns that they may have about a child. Staff have a very secure understanding of the signs that may indicate a child is at risk of harm. They are confident in the local procedures to follow to raise a concern about a child. In addition, staff understand issues such as county lines and domestic abuse. Leaders ensure that they complete the required checks to make certain that staff working with children are suitable. They work with parents and children to raise awareness of online safety.

## Setting details

<b>Unique reference number</b>	109441
<b>Local authority</b>	East Sussex
<b>Inspection number</b>	10234068
<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 at time of inspection</b>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	41
<b>Name of registered person</b>	Honeybees Pre School Committee
<b>Registered person unique reference number</b>	RP900867
<b>Telephone number</b>	07786615686
<b>Date of previous inspection</b>	7 March 2017

## Information about this early years setting

Honeybees Pre-School registered in 1999. It is located in Plumpton, East Sussex. The pre-school is open from 8.30am until 5pm on Monday and Tuesday. It is open 8.30am until 3.30pm on Wednesday, Thursday and Friday. The setting employs nine staff, of whom eight are qualified at level three or above. The setting receives funding for the provision of free early education for children aged two, three and four.

## Information about this inspection

### Inspector

Jade Orosz

## 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 setting.
- The pre-school advisor, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at pre-school.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.

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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