

Honeypot Pre School

Inspection report for early years provision

Unique Reference Number	221734
Inspection date	13 December 2007
Inspector	Emma Bright
Setting Address	Willingham Primary School, Thodays Close, Willingham, Cambridge, Cambridgeshire, CB24 5LE
Telephone number	01954 201567
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Registered person	The Trustees of Honeypot Pre-school
Type of inspection	Integrated
Type of care	Sessional care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Honeypot Pre-School is managed by a voluntary management committee, made up of parents of children at the setting. It opened in 1993 and operates from a single storey building in the grounds of Willingham Primary School in the village of Willingham, Cambridgeshire. A maximum of 26 children may attend the pre-school at any one time. The pre-school is open five days a week from 09:00 to 11:45 and 12:30 to 15:15 during school term times. All children have access to an enclosed outdoor play area.

There are currently 77 children aged from two to four years on roll. Of these, 58 children receive funding for nursery education. Children come from the local area. The pre-school currently supports a small number of children with learning difficulties and/or disabilities and also supports children who speak English as an additional language.

The pre-school employs eight staff. Of these, four hold appropriate early years qualifications and one is currently working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's nutritional needs are very well met; they competently serve themselves, selecting from a variety of fresh fruits which is attractively laid out 'buffet style' to encourage them to try new tastes. Children thoroughly enjoy the social aspect with their peers and adults during snack time, which is provided on a 'rolling' basis so that they can choose when they want to eat. This allows them to continue their activities and enhances the flow of the session. Children demonstrate a good awareness of being healthy and explain 'to be strong you need to eat carrots and sleep'. They readily help themselves to fresh drinking water throughout the session whenever they need it so that they remain well-hydrated and can think effectively. Children are very well-cared for if they become unwell or in the event of an accident because clear and detailed information is gathered from parents and records are in place to make sure that appropriate care is given. Most practitioners hold current first aid certificates and records of accidents are kept and shared with parents and carers.

Children learn about leading a healthy lifestyle through everyday, practical experiences. They run around, exerting themselves outdoors and get plenty of exercise to promote their growth and development. For example, children travel over large blocks, carefully balancing to get to the other side and trot along on their hobby horses. This helps them to develop good muscle control, feel relaxed and develop a sense of overall well-being. Children develop their small muscular skills and use a good range of tools and utensils to acquire new manipulative skills. Children demonstrate a good understanding of the importance of good personal hygiene, which they learn through regular routines and sensitive reminders from practitioners when necessary. For example, children competently wash their hands after using the toilet and before snack time.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children move freely indoors, accessing equipment and activities independently to follow their own interests. Emphasis is given to making sure that the environment is welcoming and is well-prepared with a range of activities, which stimulates children's interest and enhances their development. Photographs and children's work decorates the walls and this contributes to their sense of belonging. Resources have been carefully selected to support children's play. They are cleaned and checked regularly to ensure that they remain safe and in good condition. Children's safety is enhanced by good security procedures to restrict access to the setting and prevent them from leaving the premises unaccompanied; practitioners are particularly vigilant in their supervision of children to ensure their safety.

Children's safety in case of fire is given high priority and they are developing awareness of keeping safe. For example, children regularly practise the emergency escape plan and they explain that when the fire alarm goes 'you have to get out and get the fireman'. This means they all know what to do in an emergency and are familiar with the routine. A wide range of written policies and appropriate procedures are in place such as risk assessments and daily checks further promote children's safety. Children are suitably protected and kept safe from harm as practitioners have an understanding of their role in child protection. However, some practitioners have not yet attended training in child protection, so their knowledge is not up-to-date, which means that children's welfare is not fully safeguarded.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the pre-school; they arrive eagerly, separating happily from their parents and carers, and settling readily into their activities. Children benefit from a rich learning environment where they make decisions about what they want to do; they busy themselves, selecting additional resources to support their play from the good range available to them and this enables them to extend their independent learning. Children play happily together and are developing positive relationships with one another, which contribute to their sense of belonging. Children confidently offer their comments and ideas, which practitioners treat with respect and this develops their self-esteem. Children benefit from the warm interaction with practitioners and they have formed good relationships with them, which helps the children to settle well and feel secure in their care.

Nursery Education.

The quality of teaching and learning is good. Children benefit from practitioners' sound knowledge and understanding of the Foundation Stage and they know how the activities they provide contribute to children's progress. Practitioners monitor children's progress towards the early learning goals so that they can build on what children already know and they plan experiences that help children take the next step in their learning. As a result children are making good progress towards the early learning goals.

Children speak confidently and clearly in groups, sharing their knowledge with others and talking about what they know. Children's early writing skills are developing well as they use marks readily to represent their ideas. They understand that print carries meaning and they attempt to write for different purposes. For example, they make marks on their paintings to indicate that the work is theirs. All children enjoy looking at books, alone or together; they select from a good range of books, which they handle with care and respect. Children express their imagination in role play as they re-enact familiar scenarios. For example, they place chair in middle of the floor and dance round it singing. They explain that they are practicing a party game called 'musical statues' and this means 'you dance and when the music stops you sit on a chair and you get a sweet and a badge'.

Children's behaviour is good and they take turns, such as when negotiating for resources, readily sharing them with others. They are developing good listening skills as they competently follow simple instructions to carry out small tasks. Children are very independent and the range of stimulating activities enables them to share responsibility for their learning. They demonstrate pride in their work and excitedly share it with others announcing 'I did this!' In addition, children readily praise each other's efforts saying 'well done'. Children use mathematical language to describe capacity and they competently label simple shapes which they look for in everyday objects outdoors. Children have good opportunities to develop their technology skills as they competently use the computer and a range of appropriate programmes. Children demonstrate a good understanding of numbers, counting and calculation; they represent numbers using their fingers to competently show how old they are. Children use mathematical language to compare shape, position and height. They use the height chart to 'see how tall we are' and compare their findings noting who is 'taller'.

Helping children make a positive contribution

The provision is good.

Children's spiritual, moral, social and cultural development is fostered. All children have opportunities to learn about themselves, each other and the world around them through a range of well-planned activities. The good range of resources that positively represent the children who attend, as well as individuals from the wider community supports their play. Children's behaviour is good. They interact confidently with adults and their peers, learning to consider the needs of others and to work together cooperatively. Practitioners set clear boundaries, which helps children learn to negotiate with others and take responsibility for their own behaviour.

Children benefit from good settling-in procedures that are based around their individual needs helps to support children in the transition between home and the setting. Parents receive information about the setting so they know about activities and events, and have daily opportunities to discuss their child with practitioners. This helps children to settle and ensures their individual needs continue to be met. All documentation is in place to share information with parents and carers so that they know about the setting's policies and procedures. Children with learning difficulties and/or disabilities are supported well and practitioners work closely with parents and other agencies to support these children's needs, which ensure that they are fully included in the life of the setting.

The partnership with parents and carers of children in receipt of early education is good. Parents receive information about the setting's activities so that they know about their child's day and their child's records are available on a regular basis. Parents can view their child's records at any time and they meet regularly with practitioners, which mean they are informed of how their child is progressing and developing. However, parents have fewer opportunities to contribute to their child's assessment records, and support their child's learning at home. This means that children do not benefit from the sharing of information and activities with their parents that would further enhance their learning.

Organisation

The organisation is good.

Children benefit from a well-prepared environment that enables them to enjoy and achieve during their time at the setting. They are happy and content as practitioners have developed warm and caring relationships with them. Rigorous recruitment procedures ensure that practitioners have experience and the necessary qualifications to carry out their role; all practitioners are rigorously vetted to ensure that they are suitable to work with children. All required documentation is in place to underpin the good practice in promoting positive outcomes for children. However, some documentation is incomplete and disorganised, which means that children's welfare could potentially be affected in an emergency. Good settling-in procedures ensure that parents feel secure in the care provided and children settle readily and become confident members of the group.

The leadership and management of children in receipt of funding for early education is good. The new Lead Practitioner is committed to continued development of the setting's practice to ensure that all children have access to good quality learning experiences and has begun to identify and address areas for improvement. However, systems to monitor and evaluate the provision for early education are not yet fully developed to ensure that practitioners can share good practice and children benefit from further challenge. Practitioners ensure that all parents

have regular opportunities to discuss how their child is progressing through parents' meetings and good written information. Overall children's needs are met.

Improvements since the last inspection

At the last inspection the provider agreed to: develop routines, activities and the organisation of resources; improve the child protection policy and review documentation. The organisation of the provision has been improved which means that children can independently access resources and their individual needs are met. All documentation has been updated, including the child protection policy, however it is now due for further review and this is reflected in this report.

At the last nursery education inspection the provider agreed to develop the system for planning and assessment, and the partnership with parents. Planning is in place and provides a good range of activities over a period of time so that children access appropriate learning opportunities. Children's assessment records have been developed and continue to evolve which enables practitioners to plan for the next steps in each child's learning. Parents receive good information about the Foundation Stage and they have some opportunities to take part in their child's learning.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- update practitioners' knowledge and understanding of child protection issues to comply with the Local Safeguarding Children Board guidelines
- review all policies and procedures and ensure that key documents are easily accessible.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop opportunities for parents to be involved in their child's learning and enable them to contribute to their child's assessment record
- develop systems for monitoring and evaluating the provision for early education so that practitioners can share good practice and children benefit from further challenge.

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