

Honeypots Pre-School Walton



Ashley Park Pavilion, Ashley Park Drive, Walton on Thames, Surrey, KT12 1ET

Inspection date	24 January 2018
Previous inspection date	23 January 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of the 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

- Staff have a good understanding of the safeguarding policy and procedures. They regularly review and update these procedures with leaders and managers. Staff risk assess the premises every day and take action to meet health and safety requirements.
- Staff know the children very well. Children, including those who have special educational needs (SEN) and/or disabilities, make good progress from their starting points and are motivated to learn.
- Staff communicate with children in a positive way and provide them with good role models. They successfully support children's good behaviour and social skills. Children form close friendships and play together cooperatively. For instance, while playing imaginatively in the home corner.
- Staff work closely in partnership with parents and other agencies to meet children's individual needs.

It is not yet outstanding because:

- Sometimes, staff miss opportunities to use children's interests and choices during their play to extend their learning further.
- Staff do not provide children with a wide range of opportunities to learn how things work, including technology.

What the setting needs to do to improve further

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

- give staff support to develop their skills in linking children's interests and choices during their play
- enhance opportunities for children to learn how things work, including technology.

Inspection activities

- The inspector observed indoor and outdoor activities.
- The inspector completed a joint observation with the pre-school manager.
- The inspector sampled documentation and discussed self-evaluation.
- The inspector talked with children, staff, leaders and managers.
- The inspector spoke to parents and took account of their comments.

Inspector

Catherine Greenwood

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The safeguarding policy and procedures are shared with staff and parents. Staff supervise children well to keep them safe. They follow procedures for children's collection from the pre-school effectively. The premises are very welcoming and well maintained. Robust recruitment and induction policies and procedures are used to ensure that staff are suitable to work with children. Leaders and managers work together effectively with staff to check children's progress. Gaps in children's development are successfully reduced. Staff complete safeguarding training that supports their professional development. For example, to enable them to respond to any concerns about a child's safety effectively. Leaders and managers meet requirements for notifying Ofsted and responding to any complaints.

Quality of teaching, learning and assessment is good

Staff plan focused activities which they use to successfully observe, assess and promote children's next steps in their learning. They communicate with children in a positive way and ask questions that encourage children to think and respond. For example, while teaching them to use a tape measure to compare and identify the different lengths of objects in the pre-school. Children enjoy the challenge of recording these numbers on a clipboard. Staff develop children's vocabulary well. For instance, they encourage children to describe what they see happening during cooking activities. Children say, 'the mixture is spinning around', and when asked what else spins, they say, 'a roundabout'.

Personal development, behaviour and welfare are good

The key-person system is used effectively to meet children's individual needs. Children form close emotional attachments with their key person. Since the last inspection, staff have improved how they promote children's good health. They are vigilant about checking records to ensure they adhere to children's individual dietary needs. For example, all staff now refer to information recorded on children's brightly coloured place mats at snack time. Staff teach children how to keep themselves safe. Children quickly learn that they must stay inside the identified boundaries when playing outdoors. Staff supervise children well at all times.

Outcomes for children are good

Children develop the skills they need for starting school. They concentrate well, for example, while listening to stories. Children independently choose what they want to play with. For instance, they join pieces of train track and work out how to make magnets connect the train carriages. Children follow instructions and confidently embrace physical challenges. For example, during regular sports activities they confidently run around and place rugby balls on different coloured cones.

Setting details

Unique reference number	EY265620
Local authority	Surrey
Inspection number	1122175
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	38
Number of children on roll	49
Name of registered person	Honeypots Ltd
Registered person unique reference number	RP521529
Date of previous inspection	23 January 2015
Telephone number	07810882062

Honeypots Pre-School Walton registered in 2002. It is situated in Walton-on-Thames, Surrey. The setting provides funded early education for children aged three and four years. It opens from 9.15am until 12.30pm on Monday and Friday and from 9.15am until 1pm on Tuesday, Wednesday and Thursday, during term time. There are seven members of staff employed. Of these, six hold appropriate early years qualifications at levels 3 and 4.

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