

# Honey Bees Pavilion

Enderby Cricket Pavilion, Mill Lane, Enderby, Leicester, LE19 4NW



## Inspection date

1 July 2015

Previous inspection date

29 January 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Children make good progress in relation to their starting points and are helped to be effective learners in readiness for school. Practitioners promote children's choices and ideas, encourage their attentive listening and develop their confidence to speak in different situations.
- Arrangements for safeguarding children are highly effective because clear policies and procedures are in place. These are regularly reviewed and are very well understood by all staff. As a result, children are extremely safe in the setting.
- Staff place a high priority on helping children to acquire speaking and listening skills. This means that all children, including those who speak English as an additional language, make good progress in their language development.
- Staff manage children's behaviour well. They use a calm and consistent approach to reinforce the boundaries and expectations. As a result, children play cooperatively together and learn to be kind and polite.
- Relationships with parents are very strong because staff use various ways to engage and involve them in the pre-school. Parents speak very highly of the pre-school. They value the bonds that staff develop with their children, and fully appreciate their dedication to providing high-quality care.
- Managers have a clear vision for the setting and use self-evaluation effectively to set targets and drive improvements. This is done with the support of the whole staff team and with parental input.

### It is not yet outstanding because:

- Assessments of children's learning are not always as thorough and precise as possible. As a result, next steps in learning are occasionally not specific enough to promote the very best progress for children.

## What the setting needs to do to improve further

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

- strengthen the quality and use of assessments to inform more effectively focused plans for children's next steps in learning in order that children make rapid progress.

### Inspection activities

- The inspector observed activities in the indoor and outdoor play areas.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the manager of the provision, the nominated person and spoke with children and staff throughout the inspection when appropriate.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.
- The inspector took account of the views of parents spoken to on the day.

### Inspector

Laura Waller

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff have a comprehensive understanding of how children learn and teaching is consistently good. This enables children to make good progress in their learning. Staff constantly engage with children's play. As a result, children are motivated and enthused by the activities, which cover all areas of learning. The staff are well qualified and this results in some good teaching practice. For instance, they ask open questions and skilfully make links with children's prior learning and experiences. This encourages children to ask questions themselves to extend their knowledge. Staff successfully support children's mathematical skills. They encourage children to count as they race cars down cardboard tubes. They discuss concepts such as size and speed, and children predict which cars will fit through the tubes. This means children are acquiring language and problem solving skills as they prepare for future learning at school. Staff regularly assess children's progress, and share their records consistently with parents. This ensures that there is a continuity between their home and the pre-school. However, the information that is gathered from these assessments does not always precisely represent their actual levels of achievement. Consequently, the identified next steps in children's learning are not as precise as possible in order to promote their rapid progress over time.

### **The contribution of the early years provision to the well-being of children is good**

The pre-school places high importance on children feeling secure and provides a very welcoming environment. Children of all ages display confidence and are clearly happy and settled. This is because they are well supported through settling-in sessions enabling them to build strong relationships with their key person. Children have daily access to fresh air and opportunities to promote their physical skills outdoors. Children make positive choices from healthy snacks and fresh water, learning to recognise and respond to their body's needs. Staff praise children's efforts and achievements such as when selecting their names before snack and pouring their own drinks. As a result, their self-esteem is enhanced and they feel good about themselves.

### **The effectiveness of the leadership and management of the early years provision is good**

The management team has a good knowledge and understanding of the legal requirements of the Early Years Foundation Stage. Robust recruitment and vetting procedures are in place and all staff members have undergone suitability checks. Furthermore, comprehensive induction procedures ensure staff have a secure understanding of how the pre-school operates, as well as the policies and procedures. Management support staff effectively through individual supervision meetings which helps to identify staff training needs. In addition, the management team monitors the quality of teaching within the nursery, sharing pertinent information with staff in order to help them improve their practice even further. This helps to ensure children make good progress. Partnerships with schools, external agencies and other providers are well established and make a strong contribution to meeting children's needs.

## Setting details

<b>Unique reference number</b>	EY340714
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	862878
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	30
<b>Number of children on roll</b>	58
<b>Name of provider</b>	Honey Bees Limited
<b>Date of previous inspection</b>	29 January 2010
<b>Telephone number</b>	07815 549143

Honey Bees Pavilion was registered in 2006. The pre-school employs nine members of staff. Five hold appropriate early years qualifications at level 3 and two at level 5. The pre-school opens from Monday to Friday during term time only. Sessions are from 9am to 3.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

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