

Inspection of Honeypot Pre-School

Stanmore Chapel, 96 Marsh Lane, Stanmore, Middlesex HA7 4HP

Inspection date: 15 September 2022

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children flourish at this wonderful pre-school. Staff are exceptionally welcoming to parents and children. They create warm bonds with them. Children settle very quickly due to staff's highly effective skills in catering for each child's needs. Staff focus on children's personal, social and emotional development when they start at the pre-school and throughout their time in the pre-school. Children learn to play cooperatively and are extremely kind with one another. They build excellent relationships and have fun together.

Staff and children enjoy singing and reading stories regularly. They explore and play eagerly in the rooms. Children also extend their learning in the exciting and extremely well-resourced garden area. For example, children move freely between the outdoor and inside as they pretend to cook. They use scissors to cut the herbs that they have planted to add to their food creation. Children learn to take safe risks as they cut vegetables with knives and use a range of kitchen utensils. They then take their 'cake' to the indoor kitchen to pretend to bake it. Children freely and confidently explore the space created for them.

The key-person system is inspirational. Children fully benefit from the successful, continuous support which they have between the pre-school and home. All children, including those with special educational needs and/or disabilities (SEND) and those who speak English as an additional language, thrive in their learning. The outstanding curriculum and exceptional teaching ensure that children are engrossed in their play and in adult-led activities. Children are capable learners and make rapid progress in all areas of learning.

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

- Managers are ambitious and staff share their views on how to create an exceptional curriculum to provide children with what they need. They have taken time to invest in their team and work in an inspiring harmony. All managers and staff attend diverse training opportunities to have a sequence of skills to support the children in their care.
- Children explore books, writing opportunities and mathematics in all of the areas which they play. They take part in small-group activities with great enthusiasm. For example, children enjoy the scribbling and the drawing clubs to develop their literacy and creative skills. They have outstanding access to learning mathematics. For instance, children enjoy an exceptionally well-resourced water tray with plenty of tools, while cooperatively learning mathematical language with staff and one another.
- Staff use their knowledge of what the children know and can do to build on their learning. Throughout the pre-school, they plan activities using information about

children's current interests. Staff find teachable moments and capture children's attention throughout the session. For instance, children play with water and add some balancing pebbles to their play. Staff take the opportunity to praise children's creativity and to teach them about waterfalls.

- Children with SEND and in receipt of additional funding are excellently supported. The communication with parents and with outside agencies is exceptional. All children are comfortable with their daily routines and show excellent progress given their starting points of learning. Parents emotionally praise the difference that staff make to their own and their children's lives.
- Staff and managers are highly skilled in teaching children about where they live and people around them. They hold discussions with children about the royal family and events happening in Britain. These are seen in displays, books and discussions that children hold between themselves and staff. The managers ensure that resources celebrate children's backgrounds. They involve parents in highly effective ways to take part in activities and outings with their children and staff. Children learn to be inclusive and acceptive of people in their community.
- Children learn the importance of living healthy lifestyles. They are provided with healthy snacks that they prepare themselves when they decide to eat. Children access water, milk and pour their drinks independently. They take a huge pride in being able to look after themselves. Staff place picture frames on the snack table to encourage discussions with children while they eat. For instance, children look at a picture of a rainy day on the table and discuss about the differences of the weather in the picture and the weather on the day. Staff are exceptionally skilled in promoting children's language development.
- The managers and staff have secure procedures to ensure that the pre-school is safe for children. They risk assess play areas and involve children in learning about how they can keep safe while at the pre-school and at home.

Safeguarding

The arrangements for safeguarding are effective.

The highly dedicated managers and staff know the correct procedures to follow should they become concerned that a child is at risk of abuse. Staff are confident in explaining what they would do if they had an allegation against a colleague's conduct. Managers have exceptional procedures for training, including safeguarding training for staff and parents. Staff also attend regular training to boost their skills and professional curiosity. The management team ensures that all staff are suitable for their roles to make sure that children are safe. Children's voices are heard. They learn about personal safety through the inspirational routines and are encouraged to talk to staff about their views during their play. This is fed directly into the pre-school's self-evaluation and audits to continuously improve practice.

Setting details

Unique reference number	EY264075
Local authority	Harrow
Inspection number	10234731
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	25
Number of children on roll	30
Name of registered person	The Honeypot Lane Playgroup Association Committee
Registered person unique reference number	RP904839
Telephone number	0208 416 3618
Date of previous inspection	7 September 2016

Information about this early years setting

Honeypot Pre-School registered in 2003 and is located in the London Borough of Harrow. The pre-school employs nine members of staff, all of whom hold appropriate early years qualifications. The pre-school opens from Monday to Friday, during term time. Sessions are from 9.15am to 12.15pm and 12.45pm to 3.45pm. There is also a lunchtime session from 12.15pm to 12.45pm. The pre-school provides funded early education for children aged two, three and four years.

Information about this inspection

Inspector

Karina Hemerling

Inspection activities

- This was the first routine inspection the provider 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 provider.
- The manager joined the inspector on a learning walk and talked about what managers and staff wanted children to learn.
- The inspector talked to staff, parents and children at appropriate times during the inspection.
- The inspector observed the quality of education and the curriculum offered to children at the pre-school.
- The manager and the inspector carried out a joint observation of an activity led by a member of staff.
- The inspector held a leadership and management discussion with the provider.

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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