



Honeybear Nursery

Inspection report for early years provision

Unique Reference Number	EY290120
Inspection date	02 October 2006
Inspector	Barbara Christine Wearing
Setting Address	Honeybear Nursery (Hale), 160 Moss Lane, Hale, Altrincham, Cheshire, WA15 8AU
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Registered person	Bernadette Devine
Type of inspection	Integrated
Type of care	Full day 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 satisfactory.

WHAT SORT OF SETTING IS IT?

Honey Bear Nursery (Altrincham) opened in 2004 and operates from four rooms in a self-contained building. It is situated in a residential area close to Altrincham town centre. A maximum of 26 children may attend the nursery at any one time, including children who attend before and after school. The nursery is open each weekday from 08.00 to 18.00 for 51 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 38 children aged from six months to under eight years on roll. Of these, one child receives funding for nursery education. However, this child was not present at the time of the inspection. The nursery takes children to and collects them from local schools. The nursery currently supports children who speak English as an additional language.

The nursery employs eight staff. All of whom hold appropriate early years qualifications.

The setting receives support from the Sure Start development worker and Early Years Advisory teachers.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are protected from the spread of infection and cross contamination as staff follow the nursery's comprehensive policies and procedures, ensuring that high standards of hygiene are maintained. Staff have food hygiene certificates and cleaning rotas and nappy changing routines are followed. Children develop an understanding of keeping themselves healthy and independence in their personal hygiene skills. They clean their teeth after lunch, access tissues to wipe their noses and wash their hands after using the toilet and before mealtimes. Children's drawings and pictures give children direction as to how to do this effectively and staff offer children appropriate support. Children are well taken care of if they are ill as the nursery has a clear sick child and administration of medication policy that is shared with parents.

Children benefit from a healthy, balanced diet. They are offered highly nutritious, freshly prepared snacks and meals and can access water throughout the day. Children greatly enjoy mealtimes that are relaxed and sociable and eat with relish. They are given appropriate cutlery to develop independence in feeding themselves and older children help to set the tables and dish out their own dinner. Staff provide positive role models as they eat with the children. Children learn about the importance of healthy eating and food values through topic related activities and general discussions.

Children develop their large muscle skills and coordination as they benefit from regular opportunities for outdoor play and access equipment, such as slides, small climbing frames, balls and see saws. However, towards the end of the outdoor play sessions children do not appear motivated or stimulated by the activities on offer.

Staff work closely with parents and are, therefore, aware of and cater for children's individual health and dietary needs and daily routines. Children rest and sleep according to their needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is bright and inviting and offers children and parents a warm, welcoming and homely environment. Information regarding the nursery, staff and child related issues are on display in the reception area. Children's work and photographs of children at nursery and at home with their families are displayed throughout the nursery. All the rooms are organised in a way that allows children to develop independence and freely access a wide selection of well maintained resources that offer good levels of stimulation. The baby room provides lots of sensory stimulation. Children crawl to the low level mirror, reaching out and 'talking' to their reflection, they reach out for and watch light reflecting from mobiles and listen to wind chimes. However, the organisation of the furniture limits their opportunities to pull themselves up to standing and practise their walking skills. Low level storage and furniture enables babies and young

children to gain independence, select resources safely and be fully involved in activities and meal times.

Risks to children are minimised as staff carry out regular, comprehensive risk assessments, follow clear procedures that maintain children's safety and supervise children closely. Children learn to keep themselves safe through discussions with staff and topic related activities. They understand the importance of wearing a sun hat and sun cream in warm weather and learn about road safety when going on local walks.

Children are protected from harm as they are cared for by adults who are vetted and have relevant experience, knowledge and skills. Staff receive regular training on, and are aware of, the safeguarding children procedures.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, busy and enthusiastic. Staff interact closely with children providing, praise, support and encouragement. They develop an in-depth knowledge and understanding of the children as they communicate closely with parents, observe children and take time to listen to them. Staff use this knowledge alongside the 'Birth to three matters' framework to plan activities and interact with children to provide appropriate challenges and develop their skills.

Children often demonstrate high levels of involvement in their chosen activity, enjoying the freedom to fully explore the resources using all their senses. Young children freely access paint at the painting easel and become totally engrossed. They choose different colours, paint their hands and make prints on the paper. Other children wander over to watch before choosing an activity of their own, such as sharing a book with a member of staff or completing a puzzle. Photographs and plans demonstrate that some children enjoy regular opportunities to explore various malleable and art materials. However, children in the baby room and older children's room have more limited opportunities to do so. Children of all ages enjoy looking at books and listening to stories on their own, in small groups and during planned story times.

Children communicate effectively both verbally and through body language and eye contact. They play alongside each other and are beginning to play together during role play and small world activities.

Nursery Education

The quality of teaching and learning is satisfactory. During the inspection there were no children present who are in receipt of funding for nursery education at the setting. Staff demonstrated a secure knowledge of the Foundation Stage and have effective observation and assessment procedures in place. These lead to a clear understanding of children's individual development and their next steps and are used to inform short term planning. The setting provided evidence on the effectiveness of teaching and learning through discussion, documentation and observations of interaction with three and four-year-old children who are not in receipt of funding for their place within the nursery. The room for the older children is organised well

into learning areas, showing information regarding how the Foundation Stage can be met in each area.

Children within the pre-school room are confident and assertive. They develop good relationships with staff and peers, chatting to share information regarding events at home and to share plans for activities. Children have a clear sense of right and wrong, remind each other of the boundaries within the nursery and are beginning to negotiate and take turns. There is evidence within the room that children take part in planned activities to develop their skills in writing and linking initial letter sounds. Children learn to recognise their names through the use of name cards and place mats with their names on. More able children are encouraged to write their names to sign themselves in. However, on some occasions staff miss spontaneous opportunities to further challenge more able children in areas of literacy and maths. Children count spontaneously during play and there are plenty of well organised resources to encourage children's development in this area. Children's work demonstrates that they take part in various planned activities to develop their skills in number and shape and there are posters around the room to support this learning. Graphs on the wall show that children count and record children's favourite foods. They have access to calculators, tills and an abacus. Children have access to various materials that develop their design and making skills. They use construction sets, and build various models using glue and empty cartons and tubes. Children operate a computer and tape recorder with appropriate staff support. They develop good mouse control and can operate simple educational programs. Medium term planning and development records demonstrate that children have some opportunities to explore the natural world and have been involved in caring for plants and making butter. However, activities and resources that encourage children to explore and investigate are not regularly available. Children have many opportunities for outdoor play and use equipment, such as bats, balls and small climbing frames. However, there is limited evidence in planning and individual records that opportunities for development of a wide range of large muscle skills are planned for. Children develop good fine motor skills as they use tools, such as scissors, glue spreaders, pens and pencils. They have opportunities to develop their individual creative skills during activities planned by staff and children. Children develop their imagination as they engage in role play and small world activities.

Helping children make a positive contribution

The provision is good.

Children are confident, have a high self-esteem and a strong sense of belonging. They develop independence as they access resources and equipment and are involved in the daily routine. All staff and children have a close relationship and treat each other with care and respect. A young child offers a member of staff some of his raisins at snack time. Young children bring in comforters from home and staff make sure they have with them at sleep time. Staff show a genuine interest in the children, have fun with them and share pleasure in their achievements. Children develop a sense of caring for others and the environment as they collect and take paper for recycling, collect clothes that they take to local charity shops and older children help to set the lunch tables for younger children. They learn appropriate codes of behaviour and generally play harmoniously together, chatting and giggling and enjoying the freedom to explore within appropriate boundaries.

Staff work closely with parents and, therefore, have a good understanding of children's individual health, dietary, social and emotional needs and religious and cultural beliefs. They ensure that these are reflected and catered for within the setting. Children learn about the diversity of our society as they access resources that portray positive, non-stereotyped images and as they acknowledge various celebrations and festivals. Children's spiritual, moral, social and cultural development is fostered.

The setting has a good partnership with parents and carers, thus, maintaining consistency for children and enabling their individual needs to be met. Staff communicate effectively with parents in a variety of ways. Information regarding the nursery is shared with parents at an initial meeting and as their children settle at nursery. There are informative notice boards showing nursery policies and procedures, staff, menus, curriculum and activities. Parents of younger children receive daily or weekly written reports regarding their child's time at nursery, including information on sleeping, eating, nappy changing or toilet training, favourite activities and future goals. All parents receive regular newsletters and enjoy busy social evenings during which they can see the activities that children engage in and discuss their child's development. Parents are involved in their child's learning as they are invited in to nursery to read stories or chat to children about their job if it relates to a current topic. Children bring in items from home for specific themes and take work home with information regarding how the child carried out the task. Parents views are sought via a parents satisfaction and feedback form and suggestions are acted upon. Parents comment that they particularly appreciate the small, friendly atmosphere within the nursery. They are kept up to date with their child's progress and feel able to approach staff with comments or concerns.

Organisation

The organisation is good.

Staff organise their rooms well, providing children with high levels of stimulation and allowing them the freedom to explore. The daily routine ensures children spend time with their peers and with children of different ages, enabling siblings to be together for part of the day.

Children are safeguarded as they are cared for by staff who have undergone a rigorous vetting procedure and who work well together in line with the comprehensive policies and procedures. All necessary records relating to children and staff are in place. Therefore, children's health, safety, enjoyment and achievement and ability to make a positive contribution is promoted.

Leadership and management of the nursery education is satisfactory. The manager and provider work closely together. They provide support and training for staff and demonstrate a commitment to the continued development and improvement of the provision. The nursery works closely with their Early Years Advisor to ensure that the standards of care and education continue to progress. Overall, the provision meets the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the previous inspection the setting agreed to further develop their learning objective sheets to show how activities will be adapted to meet the needs of all children. Plans and records now

show this information, ensuring that planned activities provide appropriate challenges for all children taking part. As requested the nursery has also extended opportunities in the baby room for children to use all their senses and experience natural materials. The babies now enjoy exploring various resources around the room using all their senses. These include mobiles, a treasure basket, wooden toys and some opportunities to play with materials, such as play dough, paint and water. The setting also agreed to review the uncollected child policy. This now reflects practice and includes the action to be taken if stated contact people are unavailable. Thereby ensuring that children are safeguarded at all times.

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 actions 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):

- organise furniture in the baby room to provide more opportunities for children to pull themselves up and develop their walking skills
- further develop the use of the outdoor play area to ensure that children remain stimulated throughout the outside play sessions
- provide more frequent opportunities for babies and older children to explore malleable resources and art materials.

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):

- plan more opportunities for children to develop a range of large muscle skills during outdoor and indoor activities

- provide more consistent opportunities for children to learn about and explore the natural world
- identify and take more spontaneous opportunities to develop more able children's skills in areas of maths and literacy.

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