



# The Honeytree Day Nursery

Inspection report for early years provision

**Unique Reference Number** EY321440  
**Inspection date** 14 July 2006  
**Inspector** Carol Cox

**Setting Address** Weston Area Health Trust, Weston General Hospital, Grange Road, Uphill, WESTON-SUPER-MARE, Avon, BS23 4TQ  
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**E-mail**  
**Registered person** The Honeytree Day Nursery Ltd  
**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](http://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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action to improve.

### WHAT SORT OF SETTING IS IT?

The Honeytree Day Nursery is one of four nurseries run by The Honeytree Day Nursery Limited. It opened in 2006. It operates from purpose-built premises. It is situated in the grounds of Western General Hospital, in Uphill, Weston-super-Mare. The nursery opens from 07:00 to 19:00 from Monday to Friday all year round. A maximum of 58 children may attend the group at any one time. All children share

access to a secure enclosed outdoor play area.

There are currently 42 children aged from six weeks to under five years on roll. Of these, seven children receive funding for nursery education.

The group employs twelve staff. Nine of the staff, including the manager hold appropriate early years qualifications. The nursery receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children enjoy a well maintained and comfortable environment where staff ensure they follow routines consistent with those at home. They have regular opportunities for physical play both inside and out. Children and babies relish chances to play together on the grass and benefit from fresh air. There is a wide range of suitable toys to help children develop physical skills. For example, children pedal bikes, dig in sand and rake the grass in their own games. During clement weather staff extend classroom activities to the garden.

Children's health is effectively promoted through daily routines, for example, staff encourage older children to learn good independence skills, they access the toilet on their own and use paper towels to dry their hands. In the baby room staff follow clear and careful nappy changing procedures to avoid spread of infection, however, babies health may be compromised as staff and adults wear shoes on the floor where babies play and shuffle around. Babies sleep in line with home routines and enjoy fresh bedding for each sleep. Although there are clear medication and accident procedures to ensure children's safety, the records are not always clearly or fully signed by staff. Most staff have current paediatric first aid certificates and are able to act promptly and appropriately when children become ill.

The nursery cook provides healthy and nutritious snacks and meals for children and vegetarian options are always available. Staff in the baby unit are aware of the importance for babies to drink regularly and mothers are welcome to breast feed their babies during the day. Parents usually provide formula milk which is stored safely in the kitchen and double checked by staff before feeding children.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children learn, play and develop in a safe and secure environment which is colourful and spacious. Appropriate furniture and equipment is available in the preschool room, however, in the baby unit staff have to sit on the floor to bottle feed babies, therefore both adults and children may be at risk.

Staff carry out careful checks both inside and outside of the building daily and there is a rigorous system to risk assess both premises and activities. There are sensible precautions taken to ensure children are kept safe, for example, only authorised people are allowed to collect children, a password system is used should others need to do so. Staff are very aware of the need to be cautious, for example, a new member of staff would not open the front door because she did not yet know parents.

Children are safeguarded from abuse as staff have a good knowledge of the clear child protection procedure which is in line with local area child protection committee arrangements.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children settle happily at the nursery and those who are less confident are comforted appropriately by staff. Children are grouped according to age, babies and children under two and a half years are cared for by well qualified staff in the baby unit. They are encouraged to move around and explore and enjoy meeting with older children to play in the garden. Staff in the baby unit use the Birth to three matters framework to plan a range of activities designed to stimulate babies learning and development. They enjoy exploring different textures, painting pictures and are able to choose their own toys from baskets kept easily in reach. Staff sing and play with babies who clearly enjoy their relationships with their carers.

Older children are grouped to include those aged from two and a half to under five years in the pre-school room. Although this grouping offers younger children opportunities to experience the full range of activities it sometimes means that their play and learning is interrupted by older children. For example, younger children were distracted from their games when older children became bored and disruptive. Generally children are happy and settled and there are many examples of good relationships between staff and children.

### **Nursery Education**

The quality of teaching and learning is inadequate. Planning covers all areas of learning but the plans do not clearly relate to children's progress or show how individual children may be supported to extend their learning. Staff have started to record children's progress in learning diaries which give a picture of children's achievements by written and photographic observations. However, these records are not used to assess children's progress or to identify next steps in learning for individual children. Consequently, children are not always sufficiently challenged or adequately supported because staff do not always know how to progress children's learning in child initiated play.

Children enjoy stories, writing and mark making, however, there is little encouragement for children to use these skills in a meaningful way. For example, in the role play corner there were no books, leaflets, paper, diaries or pencils for children to incorporate in their play. Children are beginning to develop mathematical skills, for example they can recognise shapes and older children are able to count up

to ten. However, although children use mathematical language and thinking in their games staff are not always able to progress this spontaneous learning. For example, when children played at the sand tray they repeatedly filled and emptied the same containers, however, staff did not try to challenge or extend the activity to broaden the learning experience.

Children learn about the wider world and staff try to use children's own interests to promote further learning. For example, the recent World Cup competition had excited much interest which staff had exploited to talk to the children about the winning country. Children were able to identify the Italian flag and a four-year-old freely and accurately painted a picture of it. Children have a strong sense of curiosity about their world and enjoyed experiencing and describing pasta in sensory play.

Children enjoy making up their own games, however, staff do not consistently promote learning in child initiated play. Children chat happily about their own lives and are keen to question newcomers. They have easy access to a limited range of resources for creative play but lack access to technology toys and computers.

### **Helping children make a positive contribution**

The provision is satisfactory.

Children settle quickly and happily and parents are encouraged to exchange information to help staff give consistent care to children. For example, staff in the baby unit ensure that they liaise with parents about when babies should sleep during the day. Children learn about the lives of others through discussions and activities. For example, they enjoy visiting the local area and being in a group with children from different backgrounds and cultures. Although no children with learning difficulties or disabilities attend the setting at the moment, staff know how to identify specific needs and are confident to talk with parents should they have concerns.

Staff try to help children understand how their behaviour may affect others by talking to them about their actions. For example, when a child hit another a member of staff talked about how it might feel to be hit and encouraged them to have a cuddle to feel better. Children's behaviour is generally good but older children sometimes get bored. Children play independently and happily mix with younger children for whom they show care and concern. They participate in routines in the nursery such as tidy up time, and understand the simple rules, for example, wearing an apron at the easel. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is satisfactory. Staff and parents have friendly relationships and much feedback is given informally at collection time. Parents are given information about the nursery and the education on offer through well organised and attractive notice boards, newsletters and formal parents evenings.

### **Organisation**

The organisation is satisfactory.

The staff are well qualified and are encouraged to attend regular training to meet their individual development needs and those of the nursery. There is a good system in place for the recruitment and checking of new staff and the manager offers monthly supervision and annual appraisals to existing staff. The on-going suitability of staff to work with babies and young children is carefully checked. The premises are well managed and there is a high regard for safety. Records are current and documentation is organised in a confidential way and stored securely. The actual attendance times of children are clearly recorded but registers do not identify which staff care for children.

Leadership and management is inadequate. There is no system in place to evaluate and monitor the quality of nursery education, consequently, weaknesses identified in the last education inspection have not yet been satisfactorily addressed. The manager is not aware of the shortcomings in the planning of nursery education, which fails to plan effectively for children's next learning.

The setting does not meet the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

In the last education inspection the nursery was asked to address the following issues: to develop and implement a system to assess the strengths and weaknesses in the education provision to ensure gaps are highlighted and actioned; to evaluate the children's assessment and development records to ensure that they are used to inform the planning of children's future learning opportunities. There is still no system in place to evaluate and monitor the quality of nursery education. Although the nursery now maintain clear records of children's achievements in their learning diaries these are not yet used to inform planning. Consequently, the individual needs of children are not clearly identified and staff do not always know how to progress learning for children.

### **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration.

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.

## **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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are inadequate - notice of action

to improve.

## 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):

- provide comfortable furniture in the baby unit which is suitable for staff holding and feeding babies
- consider how best to meet the different needs of children in mixed-age groups

### The quality and standards of the nursery education

To improve the quality and standards of nursery education, the registered person **must** take the following actions:

- introduce a rigorous system to monitor and evaluate the quality of nursery education
- use observation and assessment records to identify learning priorities and plan relevant and motivating learning experiences for each child.

These actions are set out in a **notice of action to improve** and must be completed by the date specified in the notice.

The Department for Education and Skills and the local authority have been informed.

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