



Honey Bears Day Nursery

Inspection report for early years provision

Unique Reference Number	229083
Inspection date	13 December 2006
Inspector	Paula Hunt
Setting Address	Honey Bears Nursery, 60-62 Station Road, Erdington, Birmingham, West Midlands, B23 6UE
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Registered person	Jean Myles
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 good.

WHAT SORT OF SETTING IS IT?

Honey Bears Day Nursery opened in 1991 and operates from converted retail premises in the Erdington area of Birmingham. It is within walking distance of a main high street and within easy access to bus routes across the city. There is no access to an outdoor play area although, regular outings for physical play are planned. These include the use of the play area at Osborne Nursery School and visits to local parks.

A maximum of 56 children may attend the nursery any one time. The nursery is open each weekday excluding bank holidays from 07:30 and 18:00 for 51 weeks of the year. The group is also registered to provide out of school care for 3 children aged from 5 years to under 8 years. The out of school service is provided to children who have siblings in the nursery and operates during term time only. There are currently 57 children aged from 5 months to under five years on roll. Of these, 12 children receive funding for early education. Children come from a wide

catchment area and attend a variety of sessions. The nursery currently supports a number of children with learning difficulties and/or disabilities and a number of children who speak English as an additional language.

The nursery employs 20 members of staff who work with the children. Of these, 17 hold appropriate early years qualifications and 3 are working towards a qualification. Several staff are trained portage workers and offer this service to children who have learning difficulties within the setting. The nursery receives support from a teacher mentor from the local authority and has been awarded the Gold Quality Framework Award.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children play and rest in warm, welcoming and suitably maintained premises. Children benefit from staff's up to date knowledge of first aid and their accurate recording of accidents to children in their care. Staff maintain detailed records of medication administered to children and have been trained to deal with specific medical needs which promotes the good health of the children. Children are beginning to learn the importance of good personal hygiene through well-planned daily routines; for example, encouraging them to wash their hands after using the toilet and before eating. However, soap is stored out of reach of the children and is not readily available putting children at risk from infection.

Children enjoy varied, healthy meals and snacks. Staff have discussions with parents regarding children's dietary needs and preferences, prior to a child commencing at the nursery. Any dietary needs and preferences are respected and catered for, and staff ensure children are not exposed to foods they may be allergic to or those that go against parents' wishes. Children develop their awareness of healthy eating through the nutritious meals and snacks they enjoy. For example, various fresh fruits, raw vegetables and dips. They also learn about the benefits of healthy foods on their growth and development through practical activities. For example, through tasting a variety of foods and discussing the foods that are good for their teeth. Children benefit from free access to drinks throughout the day.

Children develop and test their physical control through a good range of daily indoor and outdoor activities. Babies and young children keenly take an interest in the suitable range of activities on offer to them, such as sensory materials, music and dancing. They are taken on walks around the local area shops and venues as there are no outside play facilities. Older children benefit from good access to fresh air and exercise on a daily basis as they are taken daily to Osbourne Nursery which provides opportunities for them to develop their muscles and coordination as they run, climb and balance. They enjoy climbing, crawling and riding wheeled toys, showing developing skill in their movements and balance. Children develop their fine motor control skills by means of access to a good range of tools and equipment. This aids their hand to eye coordination, develops pencil control and enables them to complete puzzles, use cutlery and to handle construction toys with competence.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in safe premises, free from risks as staff implement a range of safety measures daily to promote safety and prevent accidents within the setting. For example, unused electrical sockets are covered, the premises are very secure and toys are checked for safety. Children therefore move around the premises with confidence and are able to play in safety. Sensitive reminders, such as requests not to run indoors in case you fall, increase children's awareness of everyday safety in the setting and help them to take responsibility for keeping themselves safe. On outings, appropriate safety measures are put in place to promote the children's safety. Children learn about road safety on walks and talk about possible dangers from approaching strangers. All fire precautions are in place and staff know the procedure to follow in the event of the alarms sounding. The fire drill is regularly practised and is monitored to ensure it is effective in promoting children's safety in the event of a fire.

Children have access to a good range of safe quality play materials and equipment. The good organisation of the toys means that children can move around safely and to select resources independently from shelves and boxes many of which are stored at child height. Children's welfare is safeguarded effectively by trained staff who have a good knowledge and understanding of child protection issues and procedures. Children are collected by nominated persons known to the staff and there are procedures in place in case of lost or uncollected children.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled throughout the nursery. Babies and very young children develop bonds with their key worker which helps to increase their sense of well-being. They benefit from routines which are constant with their experiences at home and regular exchange of information with parents helps staff to adapt routines. They have access to a wide range of interesting activities that link to the 'Birth to three matters framework' and support their development in all areas. They enjoy regular opportunities to be creative, having their senses stimulated through feeling various textures, including rice and pasta as well as salt dough. They readily explore the toys and are able to make choices regarding their play. Children develop confidence in communicating as staff respond well to them, encouraging their language development and self-esteem. Children demonstrate a secure bond with the staff as they settle with them if they need comfort. Children's independence is encouraged as they develop skills in feeding themselves and taking off their shoes at sleep times.

The two to three-year-old children develop confident relationships with the adults who respond to their needs effectively. They play well together and with adults using resources such as books and creative materials. Children show growing social skills as they share and take turns. They enjoy singing and action songs and know a good repertoire. They show developing independence and initiative as they select activities, such as taking books to adults to share them. Most staff set clear boundaries for behaviour which helps them to learn right from wrong and behaviour is mostly good.

NURSERY EDUCATION

The quality of teaching and learning is good. Staff demonstrate a sound knowledge and understanding of the Foundation Stage by means of their written plans, skilful approach and organisation of activities. Staff work well as a team, meeting together regularly to plan and provide a varied programme of practical activities to support children's learning. Senior staff support junior staff to understand the aims of activities and what the children expect to learn from them. They observe children frequently, assessing what they know and can do and use this knowledge to plan for their future learning. Staff know the children well, have a good relationship with them and are aware of their differing stages of development. They ask them indirect questions to make them think, reinforce and extend their learning. The staff undertake written observations of the children, which they use to write termly reports.

Children are keen to learn and eager to try new experiences, showing confidence as they approach adults to ask questions and share information. They know and follow the routines of the day well. Children's self-esteem is positively fostered through enjoyable circle time activities, when children are encouraged to speak in a small group and to listen attentively. The "I am Special" board displays photographs and details of a child's personality and qualities that are provided by parents of individual children which positively promotes children's self esteem. Children are developing good relationships with each other and play cooperatively. They are mostly well behaved and show consideration to others. Children are developing independence and manage themselves well in matters of hygiene, such as washing hands after visiting the toilet. However, opportunities at snack and mealtimes to develop children's self help skills are limited. Children are happy to attend the setting and enter confidently, as they seek their name card as a means of self registration. They spend long periods of time sat at their chosen activities, interacting with staff. For example, at snack time children talk about the texture of vegetables, what they taste and smell like and one child makes a picture of a clown using different pieces of the vegetables.

Children have a good range of vocabulary which they use confidently when talking to adults and peers. They use language to imagine, re-create roles and experiences as well as to communicate. Children are learning to recognise their name in print and use pens and pencils to make early attempts at writing. Older children are beginning to write recognisable letters of the alphabet, particularly when they write their own name. Children are beginning to develop a love of books through hearing well read stories. They enjoy looking at books for themselves although these are not organised to enable children to select easily or presented in an inviting way.

Children enjoy and are developing good counting skills as they learn how to solve simple maths problems through routine activities. For example, calculating the total number of children present. They are able to count to ten and recognise numbers well as they look at the days of the week. Children take part in variety of stimulating activities, which develop their understanding of shape, volume and measurement. For example, as they play in the water and discuss the shapes they make in the play dough.

Children greatly enjoy looking at the world around them. They learn about climate, culture and beliefs through meaningful activities such as, celebrating birthdays, festivals and by looking

at different countries around the world. They explore materials, such as sand, play dough and other tactile materials, as well as designing objects with junk materials and construction toys. They know how to operate simple equipment, such as a cassette/CD player, toy telephone and follow simple programmes on a computer. Children learn about living things and are able to compare change as they observe things that they plant, like sunflowers and cress. Through the use of visitors and outings children are developing a good awareness of their environment and the role of people within.

Children's creativity is adequately promoted. They explore a wide range of media and materials freely through activities, such as collage, painting, sticking and play dough. Children participate in cooking activities and enjoy role play experiences linked to the current topic, dressing up and puppets. However, role play resources to spark children's imagination and extend children's learning are limited. Children move around the nursery with confidence and show a good awareness of space, themselves and others, for example, when carrying a large box of toys across the room and riding wheeled toys. They enjoy music and dance sessions where they explore the various ways in which their bodies can move. Children develop skills in throwing and kicking balls, and push various wheeled toys around with ease.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the nursery as the good relationship that exist with staff are effective in helping children to settle and be content. Staff show respect for children's different needs and treat children with equal concern. Children learn to value the differences in society as they have access to a good range of resources which are easily accessible and that positively represent diversity in society. This enables children to understand people's differences and similarities and make connections between their own life and that of others. For example, they play with dolls and enjoy dressing up in cultural costumes. They look at books and listen to stories that reflect positive images of gender and cultural diversity.

Children's behaviour is mostly good. They learn right from wrong and why certain behaviour is inappropriate, is calmly explained to them so that they clearly understand. However, some staff do not consistently follow the written behaviour management procedures. Children are beginning to share, take turns and learn about the consequences of their behaviour on others. Children are given purposeful praise and encouragement, thereby boosting their confidence and self-esteem. Children's spiritual, moral, social and cultural development is fostered.

Children with learning difficulties and/or disabilities receive excellent support from the designated special educational needs coordinator and family support worker. Regular ongoing liaison with parents and other professionals ensures that appropriate support is provided and all children enjoy activities which form a part of inclusive provision. Children with English as a second language are well supported as their home language is recognised and valued in the setting.

Partnership with parents and carers is good. Children benefit from the strong partnership with parents regarding their care needs as they have their routines fully respected and catered for, and are cared for in line with parents' wishes. Parents have easy access to information about

the running of the nursery and plans which shows what children will be learning. Parents are welcomed into the nursery and are provided with both formal and informal opportunities to discuss their child's progress. They are kept up to date with the current theme for learning through regular newsletters. Parents are involved in their children's learning as they are encouraged to bring in items linked to the current topic or contribute to the "I am Special" board.

Organisation

The organisation is good.

Children benefit from the strong ethos of continuing improvement and development within the nursery. The well qualified staff work well as a team and are committed to ongoing training. All staff regularly reflect and review their practice. Recruitment procedures are robust and ensure all adults working with the children are suitable to do so. Staff receive an effective induction process and regular performance appraisals. The management team work regularly with the staff and children to ensure that the clearly written policies and procedures are consistently applied throughout the nursery and this is reflected in the good standard of care.

All required documentation is kept on the nursery premises, stored securely and available for inspection. However, significant incidents are not always notified to the regulator and children's daily attendance sheets are not accurate as some children are not recorded until some time after their arrival compromising their welfare in the event of a fire. Most policies and procedures are implemented consistently in a way that promotes the children's welfare, care and learning. All necessary consents are gained from parents regarding the routines and activities their children are able to participate in. This promotes their well-being and ensures they are cared for in line with parents' wishes.

Leadership and Management is good. The management clearly understands its role and monitors and assesses the quality of teaching and learning effectively. The staff's experience and knowledge enables them to work well together as a team to provide a secure and stimulating environment for the children. All staff are valued and encouraged to attend training regularly. Children's enjoyment of the provision is enhanced because staff have a strong sense of purpose and a clear commitment to develop all aspects of the provision.

Overall, the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection recommendations were raised with regard to the completion of risk assessments, the general maintenance and condition of the premises, opportunities for children to use a range of creative materials to express their own ideas and to improve the planning system to ensure that the Early Learning Goals are covered and activities are differentiated to meet children's individual needs.

The setting has made significant progress in addressing all of the previous recommendations. Some staff have attended risk assessment training. Risks assessments have been completed and are regularly reviewed with appropriate steps taken to reduce any identified hazards

ensuring children's safety. Action plans are now completed with timescales to ensure the general maintenance and condition of the premises is maintained. The children's bathroom has recently been refurbished and all areas of the nursery has undergone redecoration.

The planning system has been reviewed to ensure that all areas of learning are comprehensively covered and differentiation is detailed for the more or less able children. This ensures children's individual learning needs are met. Staff have attended creative development training and reorganised the creative area to ensure children have access to a wider range of materials to express their own ideas. Children are actively encouraged to display their own creations and art work which positively fosters their confidence and self esteem.

Complaints since the last inspection

Since the last inspection there has been one complaint made to Ofsted that required the provider or Ofsted to take any action 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.

Concerns were raised regarding inappropriate behaviour management strategies used by a member of staff. This concern relates to National Standard 11: Behaviour. Ofsted made an unannounced visit to the setting on the 12 October 2005 and raised four actions; Ensure that staff are effectively deployed with regard to their level of skill and experience in order to effectively meet the needs of the children; Improve staff knowledge and understanding of managing children's behaviour and ensure that the behaviour management policy is followed; Make sure that incidents are recorded in a timely fashion; Forward a copy of your completed investigation of staffs actions, including action taken to address issues to Ofsted. The registered provider reported that disciplinary action has been taken following the investigation, the behaviour management policy has been reviewed and updated, behaviour management and recording of incidents discussed with staff. The staff member concerned is no longer employed at the nursery. Ofsted is satisfied that the registered person has taken appropriate steps to address the concern, and the provider remains qualified for registration.

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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):

- ensure staff manage a wide range of children's behaviour using appropriate and consistent methods
- ensure children's daily attendance sheets are accurate and up to date
- ensure appropriate facilities are available to children for hand washing to prevent infection
- ensure ofsted are notified of any significant incident.

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):

- ensure the imaginative play area is well resourced to spark children's imagination and extend children's learning
- provide more opportunity for developing children's personal independence and promotion of self help skills at snack and mealtimes.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk