



Honey Tree Day Nursery

Inspection report for early years provision

Unique Reference Number	106983
Inspection date	27 November 2006
Inspector	Dawn Biggers
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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 good.

WHAT SORT OF SETTING IS IT?

Honey Tree Day Nursery is one of five nurseries run by Honey Tree Day nursery Limited. The nursery opened in 1992 and operates from a single storey building within the grounds of Monks Park School in Filton, Bristol. The nursery serves the local and surrounding area. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 52 weeks per year. All children share access to a secure enclosed outdoor play area.

There are currently 54 children from six weeks to five years on roll. Of these 18 children receive funding for early education. Children attend for a variety of sessions. The nursery currently supports a number of children with disabilities.

The nursery employs 13 staff, of these; 10 of the staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification. The setting receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health within the setting is supported by staff who have a good knowledge of the provision's health and hygiene procedures.

Children become independent in their self-care skills, for example, they wash and dry their hands before meals and when using the toilet. Staff act as role models in encouraging good hygiene practices. They use antibacterial spray to clean the table surfaces and participate in a cleaning rota. Toys are cleaned regularly, for instance, the babies toys are wiped and sterilised. Effective nappy changing procedures minimise the risk of cross infection, for instance staff use disposable gloves and wash their hands. Children are protected well if they have minor accidents, as the majority of staff are qualified to administer first aid. They very clearly understand the medication and sickness procedures and records contain relevant details and signatures. Parents are well informed about recommended exclusion periods, as relevant information is provided. Staff obtain good information and training, for example, to help them feed a child through an external tube.

Children begin to understand about their own fluid intake, as they have access to drinks throughout the day. However, some of their cups are accessible to other peers and therefore this does not sufficiently minimise the risk of cross infection. Children begin to understand the value of good nutrition, as snacks promote healthy fruit options. A good range of meals are provided, menus are displayed and close liaison with parents ensure children's dietary requirements are met. Babies' bottles are stored appropriately and labelled.

Children begin to learn the importance of physical activity in maintaining a healthy life style. They participate in daily physical play and develop their large motor skills. For example, indoors they listen and move freely to music participating in action rhymes, soft play and beanbag games. They show a good spatial awareness indoors and outside opportunities enable them to develop co-ordination on the climbing apparatus and tyres. However, this is presently limited due to building work. Children begin to recognise the effects of exercise on their body, for instance, they access a drink when they become hot after dancing and say they are thirsty. Children and babies rest according to their needs and comfortable areas enable them to sit on beanbags and look at books.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are secure and safe in a very welcoming environment, where risks are clearly identified and minimised. This allows them to move around and play safely whilst using the indoor and outdoor areas. They benefit from playing in a well-organised environment where good safety

measures are in place, for instance, exposed sockets are covered and higher ratios are maintained for outings. Children have easy and safe access to a good range of high quality toys and resources appropriate for their age. These are stored on low level shelving units, which are well labelled with pictures and words. Toys are rotated for the babies to ensure they also receive a broad range of play experiences. Therefore, children make choices and explore, for instance, the home corner resources.

Babies are protected well while sleeping, for instance, they are regularly checked and staff use a record system. Children's safety is vigilantly monitored, for example, older children use a 'pass' to inform staff they are visiting the toilets. Children are safeguarded well, as staff have a good knowledge of the fire evacuation procedures and monthly practices are recorded. Appropriate risk assessments and daily checks ensure children are well protected from potential hazards. Children begin to develop awareness of road safety, as themes focus on this. Children bring in bikes from home and play on a road set. Their awareness is extended through discussion and by incorporating traffic light pictures identifying the different signals for stop and go.

There are effective procedures for the safe arrival and departure of children. The intercom and keypad system ensures no unauthorised person may enter the premises. Staff answer the door; therefore, children cannot leave the premises unattended. Clear collection arrangements ensure children are safeguarded, for instance, parents provide detailed information and a password if someone else collects.

Children's wellbeing is safeguarded and promoted. Staff are aware of their roles and responsibilities regarding child protection, recording incidents and follow the setting's policy and procedures. They are knowledgeable and additional training has been identified to ensure they are updated. Parents are aware of how children are safeguarded as information is displayed and shared with them.

Helping children achieve well and enjoy what they do

The provision is good.

Children are settled and generally happy. They are familiar with the structure and routine of the day. They line up to go outside and wash their hands with support. Children and babies receive good attention and support, as the staff respond positively. They join in their play, for example, with the play foods and tea set. Children enjoy role-play; they make a cup of tea in the home corner and dress up. Staff use language well to engage and encourage children's communication skills. Babies respond using vocal sounds and young children use words and sentences. They enjoy musical sounds and listen to the noise of the rain stick with fascination. Young children begin to learn about sound and rhythm; they move their body dancing to the music and begin to participate in rhymes. The Birth to three framework is used well to plan a stimulating range of activities; these include a good range of sensory experiences, for instance, a feely box, paint, glue and gloop. Children develop large muscle skills on the indoor see saw and move freely in the play rooms, beginning to make decisions and choices. For example, they decide to play with the cars and garage and have access to a wide range of toys. All areas of children's development are monitored through a key worker system. Individual goals are incorporated within the activity plans. However, the organisation of some group activities for

younger children does not sufficiently support their learning and therefore they become restless and lose interest.

Nursery Education

The quality of teaching and learning is good. Staff have a very secure knowledge of the Foundation stage and therefore children are involved in purposeful activities. Staff interact well, being attentive and consistently manage children's behaviour, supporting them effectively during their play. Staff questioning enables children to think and express their thoughts and ideas. Planning clearly incorporates a broad range of play experiences to promote and support their learning and development. Staff are clearly aware of the learning intentions; incorporating these in their teaching methods, however some observations of children's progress less well reflects this.

Children make good progress in all areas of learning. They begin to develop independence, accessing drawing materials and sharpen their own pencils. They have responsibility, such as choosing fruit for their bowl at snack time and using a 'pass', whilst independently using the toilet or being supported. Children are proud of their achievements and confidently share these with staff, for instance, their collages. They store their pictures carefully in their name draws. Children generally concentrate well; they make choices from the broad range of interesting activities, which they enjoy. They participate in free play as well group activities, such as music and movement. They listen well and follow simple instructions, for instance clapping their hands and stamping their feet. Children develop number awareness as rhymes and daily activities support this. They independently use maths measuring the wall with a ruler and use a mirror to see the shape reflection, "it's the same". Children that are more able confidently count to ten using the money in the cash register. They develop good relationships, for instance, during imaginative play they negotiate taking turns with the masks and glasses. They act out film characters, pretend to be doctors and participate in a tea party. Children use language well and clearly express themselves, "I had the glasses first". They participate in activities, identifying sounds and children that are more able recognise the beginning letter to their name. Children develop pencil control, whilst mark making and manipulate one-handed tools, such as the glue sticks and pens. They share what they have drawn, "it's a snow man" and more able children begin to include detail. Children develop knowledge and understanding of the world. They discuss the weather at group time and identify changes, for instance, "it's raining", and show some interest in the outside builders trucks. Children generally explore the interest table, for instance, they use three-dimensional glasses to look at the dinosaur book and experiment taking these on and off, "look at that".

Helping children make a positive contribution

The provision is good.

There is a clear commitment to supporting an inclusive environment. Children with special needs are integrated well in the group and staff are aware of their individual needs. Makaton sign language is incorporated during daily activities, for example, at circle time most children use this to say good morning. Close liaison with parents and other professionals enables information to be shared well, for example, about behaviour and health. Parents are involved

in the monitoring and reviewing processes and discuss the children's individual education plans. Therefore, they actively contribute to their progress.

Children develop awareness of diversity as they have access to a good range of resources that represent individuals from the wider world. For example, play people with disabilities, brail books and multicultural dolls and stories. They participate in various cultural and religious events throughout the year, for example, Diwali and Halloween. They begin to learn about the living world accessing a good selection of reference books, and nature items. A sensory area enables children to explore different textures and materials. They develop awareness of the local community, for example, the hairdresser and fire brigade visit. Children participate in fund raising events for charities, such as a sponsored bounce. Children's spiritual, moral, social and cultural development is fostered.

Staff use good behaviour management strategies and children respond well. They use explanation and redirection and children listen and begin to understand right from wrong. They often resolve their own minor disagreements. Children are generally well behaved and cooperative. They are helpful during tidy up time, for instance, a group of children carry the construction toys to the shelf. They learn about manners singing a please and thank you song at the dinner table. Children develop confidence and self-esteem through regular praise and recognition of effort, for example, they participate in activities and share their drawing and craft achievements.

Partnership with parents and carers is good. Parents feel welcome and very good information is displayed through out the nursery. For example, policies, procedures and children's activities. They are very complementary about the approachability of staff and the individual care and attention provided. A good exchange of information establishes a process of shared care of all children. Informal daily discussion with key workers and organised parents evenings enable them to contribute to their children's learning. This has been enhanced by the introduction of 'Wow sheets' to enable parents to begin to contribute more to their children's progress by noting down their observations. Children's learning dairies are accessible and this ensures they know how their children are progressing. Newsletters, activities and themes are regularly shared with them; for instance, during road safety week children bring in their bike for the activity. Information is displayed and included in the recently updated welcome pack about the early learning goals and Foundation Stage curriculum and provides a good introduction for most parents. Therefore, they are fully involved in the education of their children.

Organisation

The organisation is good.

The nursery is organised well. Good use of the space and well-equipped resources promote children's care, play and learning. Staff are employed effectively to ensure they are suitable to work with young children. Clear induction procedures support staff's knowledge and ratios clearly contribute to the continuity in children's care. Nearly all of the staff are qualified, they are skilled and motivated, accessing training opportunities as they become available to support their learning and development. The operational plan is organised well and records are up-to-date and meet the requirements of registration. The complaints procedure provides clear information about the settings procedures and a record of concerns by means of a log is implemented.

The leadership and management of the nursery are good. There is a clear commitment to the development of their practice and to the improvement of the provision, for example, a comprehensive action plan identifies areas for improvement and self-evaluation is ongoing. Good communication, guidance and team meetings enable the managers to monitor most of the staff's teaching practices, assessment records and activities. Therefore, there is a clear commitment to good teamwork. Staff plan a broad range of experiences within the educational programme. These contribute to children's good progress. Liaison with the Early Years Development and Childcare Partnership appropriately supports their practice and procedures. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous inspection recommended that the nursery improve the use of the outside area and extend the range of multicultural resources. Resources have been purchased reflecting positive images of disability, such as posters, books and play people. Therefore promoting a positive view of equal opportunities and extending children's awareness of diversity. Activities and resources are taken outside from the play rooms, topic sheets are used, a large board has been attached to the fence for creative play and tyres purchased, ensuring children are provided with a stimulating outdoor environment.

The previous nursery education inspection included the following points for consideration, increase opportunities for children to recognise familiar words, practice writing skills for a variety of purposes and use comparison in everyday activities. Extend opportunities for more able children to use books for reference and widen their vocabulary and undertake regular evaluations of children progress so that planning can be developed which reflects the next stage in learning for children. Children access mark making tools and practice writing skills becoming familiar with words and comparison for instance, using news books, activity sheets and name cards. Group activities include the weather chart, letter for the week and sound cards. Story books and reference books are always accessible to children to support their language and learning. Improved key worker assessments ensure children's educational profiles are linked to the medium term and daily activity plans and therefore more effectively supports their next stage of learning.

Complaints since the last inspection

Since 1 April 2004 Ofsted have received the following complaint. In November 2004 concerns were raised under:

Standard 1 - Suitable person, suitability of staff members in the baby and pre-school room.

Standard 2 - Organisation, ratios not being met.

Standard 6 - Safety and Standard 11 - behaviour, there were a high number of accidents within the nursery and unqualified staff being left on their own with babies.

We visited the nursery and asked the provider to investigate the concerns regarding the staff. The provider reported back setting out plans they had put in place following their investigation.

We are satisfied that the measures that the provider has put in place will ensure that the National Standards will be maintained and the provider remains qualified for 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.

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The quality and standards of the nursery education are good.

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):

- improve the organisation of group times for younger children, particularly in relation to the planned activities to more effectively support their learning
- make sure children's own drinking cups are inaccessible to other children to help minimise the risk of cross infection.

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 all written observations are meaningful and relate clearly to children's progress.

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