

# The Honeytree Day Nursery

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY321440
<b>Inspection date</b>	22 March 2007
<b>Inspector</b>	Deborah Jane Starr
<b>Setting Address</b>	Weston Area Health Trust, Weston General Hospital, Grange Road, Uphill, WESTON-SUPER-MARE, Avon, BS23 4TQ
<b>Telephone number</b>	01934414471
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<b>Registered person</b>	The Honeytree Day Nursery Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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 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?

The Honeytree Day Nursery is one of four nurseries run by The Honeytree Day Nursery limited. It opened in 2006 and operates from purpose-built premises within the grounds of Western General Hospital, Uphill, Weston-super-Mare. All children share access to a secure enclosed outdoor play area. The nursery serves the staff of the hospital.

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. There are currently 58 children from six weeks to under five years on roll. Of these, 13 receive funding for nursery education. The nursery supports children with learning difficulties and disabilities and for whom English is an additional language.

The group employs 11 staff members who work directly with the children; of these, eight staff members, including the manager hold appropriate early years qualifications and two staff members are currently working towards a qualification. The nursery receives support from the local authority.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children's health is effectively promoted. Established good hygiene routines and clear expectations of staff increase children's awareness of the importance of maintaining good health. Staff encourage young children to wash their hands appropriately, whilst older children spontaneously wash their hands before snacks and meals, after messy play, when returning from outside play and after use of the toilet. Staff follow effective procedures and practices that protect children from the spread of illness and risk of infection. This includes the exclusion of children when unwell, thorough nappy changing procedures, the removal of shoes in the baby room and regular sterilizing and cleaning routines. The management of accidents is thorough and procedures and systems are in place to support the administering of medication although records occasionally lack some detail as written parental acknowledgment by parents when medication is administered is not consistently obtained. Consequently, children's health is not fully safeguarded at all times. A total of six members of staff currently hold an appropriate valid first aid certificate and provide appropriate care if a child has an accident.

All children enjoy a varied range of physical activities on a daily basis that contribute to their good health and help them develop control and co-ordination of their bodies. Babies and young children's emerging mobility is supported appropriately by staff through the provision of activity mats, space to crawl, attractive objects placed just out of reach, baby walkers and low level surfaces on which to pull themselves up and coast-a-long. Older children enjoy the freedom of space, running safely and confidently around obstacles and each other in the garden area. A designated area inside the premises and clearance of furniture in play rooms offers ample space for indoor physical play. Staff plan a range of activities on a regular basis that help develop co-ordination and ensure that older and more-able children are sufficiently challenged. Children develop throwing and catching skills using bean bags, balls and hoops. They develop co-ordination skills when singing action songs such as 'Wind the bobbin up' and 'Jumping up and down like a tractor' and when following instructions on a CD and playing parachute games. Children from a young age manoeuvre themselves safely on sit and ride toys and trikes around each other and obstacles in the garden. They beam with delight at the thrill of successfully riding down a slight slope and develop balance by walking across a low-level beam, rocking the see-saw and walking with an egg and spoon. Children climb over, under and through the low level climbing frames in the garden and crawl through tunnels. Obstacle courses effectively combine a range of movements and group games such as musical chairs and statues develop children's ability to stop and start and follow instructions. Older children are starting to take note of bodily changes taking off their jumpers and coats when playing both inside and outside and pouring their own drinks when thirsty.

Children benefit from a healthy diet. A regularly rotated menu offering a variety of freshly prepared meals and balanced snacks of fresh fruit promotes children's understanding of nutritious meals. Food tasting activities promotes children's understanding further. Children's dietary needs are discussed with parents, clearly displayed for staff to view and taken account of. Children easily access drinking water from low level tables and surfaces throughout the day; most children help themselves to their own drinking cup, whilst staff regularly offer drinks to babies. All children are able to rest according to their needs; young children benefit from routines consistent with their experiences at home, for instance sleeping routines.

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

The provision is good.

Comprehensive regularly reviewed written risk assessments, daily monitoring of hazards in all areas used by children, hazard analysis of accidents and regular checks of emergency lighting effectively promotes children's safety. Security precautions in place when entering the premises further protect children such as CCTV cameras, the visitors book, clear vision of the entrance hall and procedures for the collection of children by authorised persons. Sleeping children are constantly checked through a baby monitor and regular visual checks by staff. Ratios of adults to children meet minimum standards. Children develop an understanding of their own personal safety through guidance given by staff. For example, they keep their own space safe when helping to tidy up, regularly practise fire drills, are guided to sit safely on chairs and when playing with sand. Sensible precautions ensure children are safe on outings. Young children are strapped into buggies, whilst all mobile children wear reins or wrist restraints. Children's awareness of road safety is promoted through discussion when crossing roads on walks. Children play happily with the varied range of safe, high quality toys and equipment that are appropriate for their age and stage of development. Appropriate seating in the baby room ensures staff sit comfortably when feeding babies in their arms.

Staff protect children from harm. Staff have a good knowledge and understanding of the issues related to child protection and are clear of their responsibilities and reporting procedures within the nursery. Parents are informed of these responsibilities through a clearly displayed written policy and booklets about local procedures.

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

The provision is good.

Children arrive happily at the nursery and explore with interest the range of activities and toys on offer. The staff's flexible approach helps children settle-in and they are sensitive to their needs. Children develop relaxed, positive relationships with the staff, this consequently increases their sense of well-being. Staff working with young children have a secure knowledge of child development and a clear understanding of the learning potential of toys and resources. They effectively use their observations of what young children do and know to help each child move forward in their development by using the Birth to three matters framework to plan an appropriate range of activities. Babies early communication skills are encouraged and well supported by staff who eagerly respond to their babbling sounds and smiles. Children are offered well-thought through activities that promote their senses. For instance, staff encourage babies to explore baked beans with their hands and promote their physical skills to hold a spoon and scoop beans into containers. Toddlers are intrigued by cooked pasta as they squeeze it between their fingers; staff offer describing words that help them express how it feels to the touch and are fascinated by sand mixed with glitter and smelling of cinnamon. Staff provide a variety of activities that help children make connections. For example, they investigate press button toys that light up and make sounds and are encouraged to develop a capacity to care for others through the dressing, bathing and feeding of baby dolls. Children explore a wide range of textures and objects in treasure baskets and on wall displays and are intrigued by the differing effects of objects placed on a light box. Toddlers are interested in books, spontaneously selecting and carefully handling them; looking intently at the pictures. Staff skilfully take account of each child's development stage and enhance children's individual experience by asking appropriate questions. Visits to local parks, walks around the hospital grounds and occasional trips to the beach extend children's experiences and develop a sense of their local community.

## Nursery Education

The quality of teaching and learning is satisfactory. Staff have a secure knowledge and understanding of the Foundation Stage curriculum and children make sound progress towards the early learning goals. Staff working directly with the children are clear as to the learning intention of activities and take account of the individual needs of each child. Staff plan a varied range of activities that arise from children's interest and build on what children know. This is identified through their knowledge of children, based upon regular observations of children's achievements that are assessed and evaluated against the stepping stones and the identification of the next steps in learning for individual children. Staff use open-ended questioning during planned activities such as 'what happens when' and 'how' to promote children's ideas. However, children are not always sufficiently challenged or supported through their child-initiated play or everyday experiences.

Children have a positive attitude to learning and are intrigued by new experiences. They are keen to explore, digging with small spades to look for insects and worms in the outside play area. Children are encouraged by staff to use descriptive language such as 'long, short, thick and thin' to describe what they see. However when children sift through small figures of insects and animals staff do not progress this spontaneous learning by consolidating what children have observed during the planned activity or build upon this by using resources such as, a magnifying glass or resource books to extend their learning.

Children enjoy singing songs such as 'Twinkle twinkle little star', develop an understanding of rhythm through stories such as 'Pass the Jam, Jim' and are interested in books, holding them correctly and point to pictures on request. Children are starting to recognise familiar letters in their own first names however, opportunities for them to make links between sounds and letters are few. Children have free access to a range of mark making materials, attempt early writing using crayons, pencils, chalks and paint and give meaning to their marks. However, there is limited encouragement for children to use these skills in a meaningful way as there are no books, paper, diaries or pencils for children to incorporate into their role play.

Children express their imaginations and re-create their ideas through model making and construction using junk and connecting shapes. They relish opportunities to explore and mix paint with their hands and make patterns using a wide range of materials such as string, foil, felt, glitter and tissue paper. Children work co-operatively together to decorate a large dragon's head and create their own three dimensional pictures of daffodils.

Children use mathematical language in their play. They know the difference between big and small, long and short and use positional language correctly such as forwards and backwards. Staff use number cards skilfully to promote individual children's learning; children recognise and correctly link number to objects from one to twelve. Children develop an awareness of pattern and symmetry when completing puzzles and creating butterfly paintings. They competently manoeuvre a computer mouse to complete an interesting range of computer programmes; they match objects and correctly identify shapes such as a circle, triangle and square. However, staff do not build upon this activity to challenge and extend more-able children. Everyday experiences such as meal times are not yet used to promote and consolidate children's mathematical thinking and to develop the concept of problem solving.

Children are confident within the setting and are encouraged to develop their independence. They make choices from easily accessible resources, attempt to dress themselves, put on coats and aprons, request assistance when required and are starting to take responsibility for their

own personal care. Children form positive relationships with each other, play co-operatively together and take turns. More-able children confidently speak in circle time and approach unfamiliar adults.

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

The provision is good.

The 'Hello' song, displays of children's own work, photographs of themselves and named coat pegs assist in developing children's sense of belonging and value. All children are welcomed individually by staff and makaton is used to aid communication. Comforters from home such as muslin cloths, favourite toys and dummies re-assure children and promote their sense of security. Pre-school children's self-esteem is positively encouraged through shared responsibility for tasks during the day, such as the collection of place mats at lunch time and opportunities to care for the nursery gerbil. Children take pride in their achievements, proudly showing the visiting inspector a pattern made from pegs and declaring their intention to show their parents when collected. Staff are committed to the inclusion of all children and work in close partnership with parents to identify and support children's individual needs. The nursery has appropriate systems in place and staff have a positive attitude towards supporting children with learning difficulties and disabilities and for whom English is a second language. A varied range of resources distributed throughout the nursery reflect positive images and help promote positive attitudes of difference. Children gain an understanding of the wider world through some meaningful activities.

Children benefit from the excellent relationship between parents and staff. Parents are very supportive of the staff and value the care given to their children. Parents' views are taken account of; for example, by the re-introduction of snack time. Parents are well-informed about their child's daily experiences and care through daily discussions with staff and written documentation such as day forms for each age group. Clearly displayed policies, procedures, relevant documentation, newsletters and additional information about local services provides parents with a wealth of information.

Staff's frequent use of praise and encouragement throughout the nursery effectively promotes children's sense of well-being and promotes their self-esteem. Children are encouraged to behave well and show care and concern for each other. Staff support children in sharing and turn taking through the setting of consistent boundaries and use of age appropriate methods such as a sand timer when using the computer. Positive behaviour is reinforced with pre-school children through discussion and the agreeing of rules and the 'thank-you and please' song. Consequently children are polite to each other and their behaviour is good. Staff's respectful, calm and consistent approach provides clear role models for children and leaves them in no doubt as to what is expected of them. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Written information within the introductory parent pack, leaflets and discussion when children join the pre-school room ensures parents are provided with clear initial information about the Foundation Stage curriculum. On-going regular discussion and the clear display of daily planning of activities that is linked to the areas of learning and the stepping stones within the Foundation Stage curriculum ensures parents are well informed of their children's daily opportunities. Parents gain a clear understanding of their own child's achievements through easy access to their child's learning diary and regular planned focused meetings with staff. Parents access leaflets promoting their involvement in their own child's

learning at home and are encouraged to recognise and share this with staff through the recently introduced 'wow' statement.

## **Organisation**

The organisation is good.

The deployment of the staff group effectively supports children. Robust and rigorous systems in place for the recruitment, checking, induction and on-going support of staff ensures they are suitable to work with children. Staff meet regularly to discuss issues that affect the nursery and clearly identified steps are taken to make improvements through the regularly reviewed action plan. Staff's knowledge of the National Standards and the nursery's comprehensive policies and procedures is reflected in most areas of practice, therefore contributing overall to children's well-being. Documentation is relevant and well-organised.

Most areas of the well-maintained nursery are thoughtfully organised and well laid out, giving children ample space to participate in a varied range of interesting activities. However, the imaginative play area in the pre-school room is poorly resourced and uninviting to children. Children from a young age easily access resources and toys from clearly labelled well-organised low-level storage containers, shelving and surfaces. Child-sized tables, chairs and cushions enables children to investigate resources and sit securely and comfortably. Displays of varied posters, children's own work and photographs of themselves alongside textured displays placed at child height are inviting and effectively contributes to children's learning.

The nursery meets the needs of the range of children for whom it provides

Leadership and management are satisfactory. The nursery shows a positive attitude and commitment to improvement. Clear organisational structures and procedures now in place regularly monitor and evaluate the programme for nursery education and ensure that planning reflects the next steps in individual children's learning based upon an assessment and evaluation of children's achievements. However, this system is not yet fully effective as staff lack knowledge and understanding of how to consolidate and extend children's learning in child-initiated play and through everyday routines and experiences. Consequently this limits children's progress in some areas.

## **Improvements since the last inspection**

At the last care inspection the provider was requested to make the following improvements: to provide comfortable furniture in the baby unit which is suitable for staff holding and feeding babies and to consider how best to meet the different needs of children in mixed-age groups. These recommendations have been considered and steps taken to improve the provision. Staff now sit comfortably on a large sofa that is suitable when holding and feeding young babies. The re-organisation of group times into two smaller groups ensures that children are suitably supported and their differing needs are met.

At the last nursery inspection the provider was requested to make the following improvements: to introduce a rigorous system to monitor and evaluate the quality of nursery education and to use observation and assessment records to identify learning priorities and plan relevant and motivating learning experiences for each child. The provider has shown a strong commitment to improvement. Positive steps have been taken to introduce a system to monitor and evaluate nursery education and this is clearly visible in the development of planning that offers interesting learning experiences to children and is based upon assessment and evaluation that identifies

children's individual learning priorities. However the system for monitoring is not yet fully effective as areas for improvement remain as identified in this report.

### **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 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.

## **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 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):

- obtain written parental acknowledgment when medication is administered at all times
- ensure that imaginative play areas are well resourced and inviting to children

#### **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):

- develop staff knowledge and understanding of how to consolidate and extend children's learning in child-initiated play and through everyday routines and experiences.

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](http://www.ofsted.gov.uk)