

Quinton Nurseries Ltd t/a The Honey Bee Day Nursery

Inspection report for early years provision

Unique Reference Number	253405
Inspection date	18 October 2007
Inspector	Lynn Dent
Setting Address	20 Gotham Road, East Leake, Loughborough, Leicestershire, LE12 6JG
Telephone number	01509 852666
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Registered person	Quinton Day Nurseries 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.

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?

The Honey Bee Day Nursery is privately owned. It opened in 2000 and operates from four rooms in a purpose built premises. It is situated in the centre of East Leake, a small village on the borders of Leicestershire and Nottinghamshire. A maximum of 75 children may attend the nursery at any one time. The nursery is open each weekday from 07:30 to 18:00 for 51 weeks of the year. All children share access to a secure outdoor play area.

There are currently 103 children from ten weeks to under eight years on roll. Of these, 17 children receive funding for nursery education. Children come from a wide catchment area, as most of their parents travel to work in and around East Leake. The nursery currently supports a number of children with disabilities. The nursery employs 20 staff. Of these, 17 hold appropriate early years qualifications and three are working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive and enjoy a good and very healthy lifestyle because the staff effectively implement a comprehensive range of policies and procedures that promote this. As a result the premises, toys and resources are very clean and in excellent condition. Children's physical, nutritional and health needs are substantially enhanced. Every child benefits from a wholesome, freshly cooked and varied diet. Menus are rotated and displayed for parents to see. They also receive a diary which informs them what their children have eaten during the day. The feeding routines for very young babies are managed efficiently. During feeds they are held and receive effective interaction from staff. Consequently, babies feed well. Children's individual dietary needs and requirements are successfully addressed. Excellent procedures ensure that children receive the appropriate foods. For example, staff and the cook are fully informed of children's dietary needs and a list is available. Staff check the list and also consult with their colleagues before serving the children. There is always a vegetarian or alternative option and children are positively encouraged to try unfamiliar foods including foods from different cultures. They clearly enjoy their meals as they ask for more. Children clearly understand the benefits of healthy eating because they complete activities about foods that are nutritional and staff are proactive in using meal and snack times to discuss the value of healthy foods, paying particular attention to ensuring children understand that a healthy diet will help them to grow. Children eat healthy snacks which are prepared for them. A milk bar is in operation which enables older children to be responsible and make choices about when to eat their snack.

Children actively participate in routine personal hygiene practices such as hand washing and show a high level of understanding of how to promote a healthy life style minimising the risk of the spread of infections. They explain that they do not get germs in their mouths when their hands are clean. Comprehensive procedures effectively ensure children's health is a priority and they are safeguarded from infections and serious accidents. The setting has clear procedures which the staff are confident to put into practice when children are ill. This means that exclusion periods are in place for infectious illnesses and children are observed to receive excellent care when they become ill while at the nursery. The Staff are trained in first aid. Following accidents children receive very good care. Consequently, the risk of further injury is minimised. A cold compress is readily available to be used when required and parents are kept fully informed of the circumstances. Children rest and sleep according to their individual needs because the staff work in close partnerships with parents to maintain this. For example, children sleep in a sleeping area which is monitored unless parents request that the child sleeps in the main baby room. The staff place babies on their backs to sleep in accordance with the latest health advice. This is discussed with parents who provide written consent if they prefer their baby to sleep in an alternative position. Therefore, children's physical development and emotional well-being is promoted and parents feel secure that their children are safe during this time.

Children experience an exciting range of stimulating, developmentally appropriate opportunities to explore, test and reinforce their physical capabilities. For example, younger children reach up to play with mobiles, and crawl through solid tunnels. The staff ensure that babies have space to crawl, roll and develop independent walking. Older children paint, use craft tools, threading and cutlery with skill helping to fine tune their hand-eye coordination. Children are very confident and skilled when walking on stilts, moving between cones, using slides and wheeled toys. Children show they are proficient in coordinating their movements, balance and clearly have control of their bodies as they move confidently, changing direction easily when

running and in wheeled toys. They are very aware of the space around them. As a result they politely ask others to move away from a track in the outdoor play area so that they can get past.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a stimulating environment. Displays, signs and posters are bright and depict positive images. Children understand what the displays are about because their art work is shown. Children of all ages can easily access a wide range of appealing resources which promote their care, learning and play. Very good account is taken to ensure that children with special needs can access toys and resources. For example, some toys are placed on tables and the floor according to their individual needs. Very young babies are placed in cots, chairs or held by staff to ensure that they are kept safe when toddlers are moving around the room. Toddlers learn to be mindful of younger babies because staff remind them to be careful. Children's safety is well maintained because practitioners regularly undertake comprehensive risk assessments to identify potential hazards and take appropriate action to ensure these are addressed. This includes the outdoor area which is checked each morning and before each group of children go outside. Therefore, the environment is safe and children can move freely around their rooms and the outdoor play area. This means they develop independence and confidence. A camera system ensures practitioners only allow parents access to the premises when they are recognised. A record of visitors is rigorously maintained ensuring that staff know who is on the premises at all times.

Children clearly understand the rules of the nursery are to keep them safe. For example, they know they must walk indoors. Children understand about the fire drill as they practise this regularly. During role play children explain that fire can burn. Consequently, they understand the dangers of this. Children's safety continues to be maintained on outings as clear procedures are in place for walking children to and from school and around the village and transporting children in a vehicle. Staff undertake risk assessments beforehand and safety measures include the use of appropriate car seats and booster seats. Children clearly explain the reasons for routines when they are walking from school. They wear a high visibility vest and walk on the pavement and understand how to cross the road safely. They know that they must stop, look and listen before crossing and continue to look while crossing. Children's welfare is effectively protected because staff are trained in child protection and understand the signs and symptoms of child abuse and neglect. A clear policy ensures the Local Safeguarding Children Board procedures are maintained and staff are confident to put these into practice.

Helping children achieve well and enjoy what they do

The provision is good.

Children are very settled and happy at the nursery because they receive good care and interaction from the dedicated staff. Consequently, children are confident, have good self-esteem and are happy to leave their parents. Children benefit because staff effectively support children's play and learning. For example, children are playing with a small world farm set and state they cannot find the farmer. Staff suggest where they may look and then ask what the farmer looks like. The children find the farmer and continue to play. Staff use this time well to discuss with the children how they are going to set up the farm and where the animals should be placed. Children happily engage in a good range of activities and experiences for sustained periods of time. They use telephones and write list at the reception area of the role play hospital. Younger

children play with lentils in the sand tray. They use a water wheel to move the lentils around and discover that if they turn the wheel a different way the lentils fly out of the wheel much quicker which they thoroughly enjoy. Children's independence is not sufficiently promoted because some craft activities and routines are not always used effectively to enable this. For example, at meal times tables are set and food is served by staff. Activities and routines for older children effectively consolidate prior experiences. All children spend their time purposefully. They actively participating in a good range of stimulating planned activities and are confident to extend this showing good imagination. Most children can instigate their own play. They show this as they shake plastic bottles to make noises and play in the role play areas. Staff are skilled in understanding babies communication and take good account of their routines which ensures their individual needs are met. All children's care needs are effectively met because staff know the children well.

Staff have a sound knowledge of child development and use 'Birth to three matters' framework effectively, to ensure children in this age range receive good care and a wide range of opportunities to enhance their development through play. Babies happily play with a good range of developmentally appropriate toys. Staff take account of children's interests. For example, as toddlers watch their older peers playing outside the staff talk to them about what they are doing. A toddler rides a small rocking toy and sings 'see-saw, see-saw'. Staff immediately encourage her as they join in and sing the rhyme. A child is placed on a mat to play with some plastic animals. The staff are aware that the child is not yet crawling but encourage her when she rolls onto her tummy and shuffles across the floor to reach other toys. Toddlers show they are interested in their surroundings and enjoy developing their play by copying adults. This is shown as children are playing with pasta. An adult places a thin piece of pasta into a wider tube of pasta. The child places their pasta into the tube held by the adult. They independently progress this by holding both pieces and trying to place one inside the other. They show excitement and pride by smiling broadly when they have achieved this. Children benefit because the staff keep detailed developmental records showing children's achievements and identifying their next steps. Consequently, children are meeting their developmental goals well.

Nursery Education

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Practitioners have a clear knowledge and understanding of the Foundation Stage of learning and understand how children learn. Consequently, children receive a well-planned, broad and balanced curriculum. A good range of stimulating and interesting activities help children to learn. A range of teaching methods ensures learning opportunities are adapted to take full account of children's individual developmental stage. Therefore, children persist in what they are doing. Staff effectively plan the Foundation Stage. They are aware of the learning intentions of planned activities and play opportunities. Consequently, they can effectively support children's learning. The planned activities are evaluated regularly to ensure that the learning intentions for children are achieved. Children's learning is assessed when they enter the setting and when children move rooms. Observations and discussions with parents and former practitioners identify children's current stage of development and learning. This is regularly monitored to ensure children are meeting their goals and next steps for learning are identified. Practitioners are enthusiastic and actively involved in the children's learning. Therefore, children remain engaged and stimulated to achieve to their full potential. Children's achievements are regularly shared with parents. Consequently, they are kept well informed and become actively involved in their children's learning.

Children use mathematical concepts, for example, numbers in meaningful contexts. Consequently, they can order, recognise and count to 10. For example, they correctly place number cards on a number line and count compare bears into families of four. Documentation shows that more able children can use numbers beyond 10. However, some activities and resources do not challenge or extend the children's abilities sufficiently. Children listen attentively to stories and actively participate in group discussions and singing songs. They are confident to speak in a group and make suggestions about which songs to sing for their parents at Christmas. Children have a range of meaningful opportunities to develop their writing skills. For example, writing lists and letters in the role play area. Therefore, they use pencils with accuracy for early mark-making. Some children are independently writing recognisable letters in their name. Children receive a range of opportunities to participate in painting and other craft activities although, these are often adult-led. As a result children do not have the opportunity to choose their own resources to enable them to develop and express their creativity. Children understand that clocks tell the time and can recall family events, such as, weddings. They use a computer well to support other areas of learning.

Helping children make a positive contribution

The provision is outstanding.

Children's behaviour is exceptionally good. The rules are set out as promises which the children know, understand and happily adhere to. For example, they promise to tidy up, share, look after their friends and use please and thank you. As a result children show exceptionally good manners. This is shown when a child is playing with two mobile telephones. His friend ask 'Can I have a phone please?' The child immediately responds positively and allows his friend to choose which telephone she would like. On the rare occasion that children do not wish to share staff are excellent role models and use a clock to help children understand that they must share after few minutes. Consequently, children happily do this. All staff are consistent and can clearly explain how they would implement effective, developmentally appropriate strategies to manager unacceptable behaviour.

Children's spiritual, moral, social and cultural development is fostered. Every child receives a very warm welcome into the nursery. They receive very good care which takes excellent account of their differences and individual needs. The staff provide an excellent range of opportunities to learn about differences in society and the wider world. Children take an active part in a range of festivals and events from a wide range of cultures. For example, they make flags for Saint George's day and celebrate Hannukah, Easter, Ramadan and Remembrance Day. Children learn about the needs of others as they fund-raise for a range of charities. Their understanding of the local community is substantially enhanced by visits within the village, to the local fire station and by growing flowers and vegetables. Children are surrounded by positive images and resources. There is an emphasis within the nursery to promote sign language. Staff and children use this and posters remind them of signs they can use. Consequently, all children feel highly valued.

Excellent account is taken for children's individual special needs. The staff are proactive in working with parents of children with special needs to ensure that they can provide the necessary support. This includes sharing the weekly planning with the parents who use this at home to discuss and make decisions with the children about what they would like to do at the nursery. The premises and resources are arranged effectively to ensure that children with mobility difficulties can reach toys and engage in play. This is shown as activities are placed at the children's height and staff are employed to provide individual care. Additional resources, equipment and furniture are available to ensure that staff can provide the best possible care

for children with special needs in the inclusive environment. Children with special needs are making strides in their progress because staff work with other professionals and parents to set realistic and challenging targets. Ongoing excellent support from the staff and regular monitoring of the progress children are making, means that their individual targets are constantly reassessed and revised to enable children to meet their full potential. All children show a strong awareness and acceptance of children with special needs by involving them in their play.

The partnership with parents and carers is outstanding. Parents of children in the Foundation Stage receive a monthly letter which details the topic theme and how each area of learning will be enhanced. The letter also includes a wealth of ideas for parents to use to extend their children's learning at home. For example, during a theme titled 'All around about the world'. Parents are advised to look for different foods when shopping with their children and to cook and taste these. Also to discuss holidays and the range of clothes people in different countries wear. The letter also includes simple words in French, German and Spanish, such as, hello, goodbye and thank you which parents are encouraged to use with their children at home. Information about the Foundation Stage curriculum is detailed and very clearly presented to ensure that parents understand what their children are learning. Each month staff provide parents with written observations and comments about their children's current learning. Parents are encouraged to add their own comments about their children's achievements at home. Consequently, all parties are extremely well informed about the children's progress and their records reflect an accurate picture of this. All parents receive comprehensive information about the setting at induction. This is further supported by regular newsletters and a wealth of information around the setting about health issues, menus, 'Birth to three matters' framework and the Foundation Stage planning. Parents are kept fully informed of their children's achievements through informal chats, daily diaries and monthly written information about their children's developmental progress. Annual written questionnaires for parents ensure that the nursery is able to self-evaluate their practice. Written information shows that parents are extremely happy with their children's care, development and learning.

Organisation

The organisation is good.

Children's welfare and safety is given high regard and maintained because robust recruitment and vetting procedures ensure they are cared for by suitable staff. A comprehensive induction ensures that staff clearly understand and can effectively implement the nursery policies and procedures. Therefore children's well-being and care are enhanced. This induction is also extended to students. Consequently, they have clear instructions about what is expected of them. The management effectively use regular staff appraisals to identify strengths and area of improvement which informs future training needs. This time is also used to ensure that staff remain suitable to work with children. Most staff are qualified and the management show a commitment to ensuring all staff undertake training to continue their professional development. Staff and management show that they have the best interests of the children at heart and provide an inclusive environment to enable this to happen. The management shows a commitment to the continual improvement of the nursery and have clear plans on how this will be achieved.

The operational plan works very well in practice. Comprehensive policies and procedures are successfully implemented by staff that are deployed effectively to ensure children receive consistent good care and support in their care, learning and play. Details about the children's care and individual needs are recorded and readily available resulting in good care. The care for very young babies is exceptionally good. This is partly due to the numbers of adults required

to care for the children being exceeded and also the obvious commitment that that staff show to promoting the outcomes for children. The environment is organised well to provide good play and learning opportunities. Practitioners work very well as a team, are good role models for behaviour and provide effective interaction with the children. Consequently, children feel safe and secure and are happy to be there.

Leadership and management is good. Children are making good progress through the Foundation Stage of learning because staff plan and provide an interesting broad and balanced curriculum. The Foundation Stage staff includes a qualified teacher with experience of providing early years education. Clear monitoring and assessment procedures ensure children's next steps in learning are identified. Staff regularly assess the effectiveness of activities which are adapted when required, to ensure developmental progress and learning intentions for children are achieved. The management are good role models for staff as they offer advice and working alongside the staff. Consistent procedures ensure all children make good progress towards achieving their full potential in an environment where every child matters. Overall the provision meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the registered person agreed to review the organisation of the rooms used in the nursery; to improve documentation; to review the use of appropriate child seats and restraints when transporting children in a vehicle. The registered person has taken the appropriate action to meet the recommendations. The use of the rooms has been changed to enable children to have space to rest or sleep. Written consent is in place from parents and records regarding the administration of medication are in place. Appropriate child seats and restraints are used in the company vehicle. Therefore, children can rest and sleep when they wish. Clear medication records ensure that the risk of overdose is minimised and children's safety is enhanced when travelling in a vehicle.

At the last nursery education inspection the registered person agreed to improve planning of the curriculum and activities; to ensure that parents can share their knowledge of their children and be involved in their children's learning. The registered person has taken the appropriate action to meet the recommendations. Planning has been developed further and includes all area of learning. Procedures to collate information from parents and to involve them in their children's learning have been improved. Therefore, children receive a balanced curriculum and a good range of activities that support the areas of learning. Parents are consulted regularly and receive written information about their children's learning and ideas to extend this at home.

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 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):

- develop children's independence further during everyday routines.

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):

- continue to develop mathematical activities for more able children
- ensure that children can access a range of resources to further develop their creativity.

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