

Honey Pot Day Nursery (The)

Inspection report for early years provision

Unique Reference Number	206264
Inspection date	17 April 2007
Inspector	Sheena Gibson
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Registered person	Suzanne Miskow
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 Pot Day Nursery opened in 1999. It is situated on the outskirts of Derby City centre and caters for children from the local and wider area. There are separate base rooms for each age group, and outdoor areas which consist of a large garden, nature trail, and separate enclosed play area for the under twos. Opening hours are Monday to Friday 08:00 to 18:00 throughout the year, with the exception of bank holidays, and the period between Christmas and New Year.

There are currently 90 children on roll under eight years of age, who attend a variety of sessions each week. This includes 26 children who access the nursery education grant funding. The setting has systems in place to support children with special needs and English as an additional language. Additional provision is available for out of school and holiday care for children four to 12 years.

There are 12 childcare staff, nine of which have early years qualifications, with others undergoing training. The setting receives support from the Derbyshire Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is effectively maintained because the setting has thorough procedures that staff follow with regard to health and hygiene. The environment is clean and well maintained; an effective 'no shoe' policy for the younger age rooms means that children who crawl are less likely to be subject to germs and therefore benefit from positive health. Staff take their cleaning responsibilities seriously and know why this is important. Children gain a good understanding of the importance of good hygiene practice through daily routines and activities. For example, they wash their hands before meals, after going to the toilet or handling the pet rabbit. They see photos and signs, in the toilet area, of children washing their hands, which act as a gentle reminder. Activities on health are a valuable source of support for their early understanding. Children are protected from the risk of cross-infection through a detailed sickness policy. The setting is clear in the guidelines given regarding poorly children not attending. This information is shared with parents for increased effectiveness.

Children who need to finish a course of medication are appropriately cared for. Procedures are in place, which staff are aware of, that means medication is safely given with parents' written permission. Accidents to children are dealt with by staff trained in paediatric first aid; accident records are detailed and acknowledged by parents. Children's dietary needs are effectively catered for and met, promoting their good health. The setting employs a cook who is suitably qualified and experienced for the role. This means that children are offered mostly home-made, nutritionally balanced meals and snacks. They relish the fruits offered for snack and tuck into their curry and rice at lunch time. They are beginning to understand the benefits of healthy eating through projects undertaken with staff about what food is good or bad for them.

Children have plenty of opportunities to be physically active. The spacious garden area provides a well organised area for children to carry out many activities. For example, they enjoy walking around the nature trail, running in the garden and playing with a wide variety of wheeled toys and climbing frames, developing their physical skills and levels of fitness whilst having fun. Children who access the nursery education are able to challenge their skills on the larger climbing equipment. They use, for example a two wheeled bike with stabilisers, rather than a trike. They balance, jump and weave their way around objects in the garden. They are confident movers and confidently negotiate their way around both indoors and outdoors. During music and movement they learn to move their body to sound and rhythm.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are able to feel welcomed into a bright and friendly setting. There is good security within the setting and CCTV within the rooms, effectively supporting children's safety. Children benefit from well organised rooms, which are designed to reflect their developmental needs. This means that they have appropriate, quiet areas for sleeping whilst those children that do not rest can spend more time enjoying their play. Babies have a spacious room, equipped with furniture that they can pull up on, supporting their early walking skills. There are children's craft pictures, photos and posters around the walls of the rooms, which help them to feel valued and acknowledged. They have easy access to a good range of developmentally appropriate resources, most of which are stored at children's height, or at floor level for younger children, to promote independence and choice. These are of good quality and regularly checked to ensure

that they continue to be safe for children's use. Equipment is appropriate for the age range of the children and provides a comfortable environment. For example, younger children have smaller tables, chairs and toilets, whereas the after school children have a comfortable sofa, larger chairs and toilets appropriate for their height.

Children are safe as a result of the adults' good awareness of health and safety. Regular detailed risk assessments are carried out and daily checks on rooms ensure that children are not exposed to potential hazards. Practical steps have been taken to support children's safety such as preventing access to kitchen areas and stairs. Children are beginning to learn about taking responsibility for their own safety through activities around, for example, stranger danger and discussion with staff about safe play. Children's welfare is well maintained with regard to child protection. The staff are clear about their role in child protection; the designated child protection officer is confident in her understanding of the procedures to follow if there is a concern.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy, confident and settled at the setting. They have a warm relationship with staff, enhanced by the development of key worker groups, enabling staff and children to bond. Routines support them with feeling secure, supported by staff that are enthusiastic, warm and compassionate. Staff know their key children very well and this enables their developmental progress to be effective. Babies' and younger children's developmental skills are well supported through staff's sound knowledge and understanding of 'Birth to three matters' and how to effectively use this to support their development. Therefore, through careful consideration and guidance from staff, children make the most of their experiences.

Activities and toys are available to children that cover all areas of development. For example, toddlers enjoy printing with animals; they also enjoy mark making with a pencil. Babies enjoy the soft and musical toys, which stimulate senses. Children are developing independence and confidence, as they access resources for themselves, using their initiative and taking responsibility for their own play. Staff involve all children in decision making, fostering their self-esteem. The after school children have a wide range of activities that are appropriate to their age. For example, they have a range of books and games and enjoy craft. They are consulted by staff about what they want to do and vocalise their preference to being outside when the weather is nice.

The quality of teaching and learning is good. Children make good progress towards the early learning goals because staff have a sound knowledge of the Foundation Stage curriculum and the stepping stones. Detailed planning shows a broad and balanced curriculum with all areas of learning receiving sufficient attention. Staff use assessments effectively to inform planning and therefore enhance children's progress. Various methods are used to support children's learning. For example, staff often demonstrate an activity for children to copy. Staff encourage children to speak out and ask open questions throughout the day; many questions begin with 'what, why where or how'. There is a suitable use of time and resources. However, sometimes the organisation and structure of activities does not support incidental learning and opportunities for children to practise and consolidate what they have learned, particularly in the areas of Communication, Language and Literacy and also Maths.

Children are confident and most are keen to learn new skills. They capably vocalise their needs, such as needing to go to the toilet. They are becoming independent with putting on and taking off their coat, pouring their drink at meal times and enjoy the responsibility of handing out

dessert at lunch. They show emotion freely and some children have formed special friendships. Most children behave well and co-operate throughout the sessions although there are a few disruptive children. Children are confident speakers, using language both for everyday communication and imaginatively. They enjoy looking at books, alone or with others and understand how books work; some children enjoy making up the story from the pictures. Familiar words are placed around the room for children to begin to understand that words have meaning. They have many opportunities to link sounds to letters. For example, during a conversation with staff about a holiday they show awareness that Germany starts with a 'G' and sound it out. Some children capably write their name on their craft work.

Children show an interest in numbers and counting. Some children can count and recognise numbers up to 10; more capable children can count and recognise larger numbers. They match and sort numbers on a washing line and can recognise a sequence of numbers. They use mathematical language during play. For example, they make big and small movements when outside; they also ride their bike fast and slow. They begin to understand less than and more than during songs and rhymes. Children are curious and have many opportunities to explore and investigate. They enjoy the nature trail where they take magnifying glasses to look at insects and talk to staff about what makes their plants grow. They use a variety of construction materials to build, including boxes that they assemble and join to make three-dimensional models. They have some access to programmable and electronic toys, such as a small computer and remote control car, which give them an understanding of technology.

Children learn about their immediate and local community through topics where they make maps and use a compass to follow it. They gain a sense of the passing of time when chatting to staff about the days that they attend the nursery. Children experiment with colour when mixing paints. They access a variety of media to use creatively. For example, pasta, wet sand and textured card. However, there are fewer opportunities for them to freely use their imagination to develop and extend their own designs and ideas. They enjoy music and join in enthusiastically with familiar songs. Their imagination is effectively fostered through the role play area, which becomes a variety of different settings, such as a garden centre or a post office.

Helping children make a positive contribution

The provision is good.

All children are welcomed into the setting and are able to feel settled, happy and confident in the staff's care. Children have their individual needs identified and well met as detailed records are shared with relevant staff. For example, toddlers eat and sleep according to their usual routines and parental wishes. Positive steps are taken to be inclusive, such as working with parents to ensure that children who have English as an additional language are fully included into the setting. Staff speak to children respectfully and in a manner appropriate for their age. Children's opinions are valued. For example, staff ask them if they are enjoying an activity or if they would prefer something else. As a result they are able to feel acknowledged. Children who have a learning difficulty or special needs are appropriately supported to enable them to benefit from their time at the setting. Children have varied opportunities to learn about diversity and different people in the world. For example, through toys books, foods and posters that depict diversity; older children have discussions with staff and take part in projects about different cultural festivals and religions. Children's social, moral, spiritual and cultural development is fostered.

Children behave generally well in the setting. Most children get along well and play co-operatively. Rules and boundaries are discussed with children and these are called 'golden rules'. After school children understand these and know what the expectations of behaviour are. Some staff are skilled in managing difficult behaviour appropriately. However, sometimes more challenging behaviour goes unnoticed and is not managed consistently. This impacts upon some children's effective learning of what is right and wrong and the enjoyment and learning of the other children. Children's needs are effectively supported through the very good relationship that the setting has with their parents. Parents receive detailed information about the setting with a copy of the operations plan, full policies and procedures also being available in the reception area. Very effective ongoing information is available, such as open days, daily diary sheets, newsletters and an internet web site. There is ample support for parents about how the nursery can support them and also how parents can receive external support, if required. Parents' views are valued. They are periodically asked to complete a satisfaction questionnaire and a suggestion box is freely available.

The partnership with parents and carers of children who receive nursery education is good. Parents are given comprehensive information about the nursery education, both in writing and verbally. They have opportunities to be involved with their child's learning in various ways. For example, parents come into the nursery to talk about their particular career; they are also given very detailed, easy to read information about what they can do at home with their child that links into their nursery topic, or areas in which their child needs support. Parents share in their child's assessment through regular parent's evenings and open days when they can discuss their child's progress with staff.

Organisation

The organisation is good.

Children's welfare is effectively secured as the setting ensures that all staff have undergone suitable checks; there is a robust system in place for recruitment and vetting and procedures, also for the managing of students. Appropriate induction and ongoing appraisals for all staff ensures they are fully aware of their role and continue to be up to date in their understanding of their responsibilities. This helps them to work effectively as a team to promote children's welfare. Management ensures that good levels of staff are on site at all times and their appropriate deployment positively supports children's care and well-being. Well written policies and procedures, that staff are familiar with and implement, underpin the efficient and successful management of the provision to secure children's health, safety and happiness. The provision meets the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. The aims are displayed around the setting so that all are clear about what they are. The management team demonstrates a commitment to continually improve and adapt practice to benefit the children who attend. Staff are clear about the structure within the setting and their specific roles; they are very supportive of each other. Assessment of the nursery education by the manager identifies areas for improvement, which the staff team work on and address.

Improvements since the last inspection

At the last Children Act inspection the provider was given recommendations around: developing risk assessments with action plan regarding the safety procedures of the outdoor play areas; ensuring the child protection statement includes procedures to be followed in the event of an allegation being made against a member of staff or volunteer. These have been well addressed.

Risk assessments are comprehensive and regularly carried out and the child protection statement contains a paragraph detailing the procedure taken if an allegation is made about a staff member. As a result children's safety is effectively supported.

At the last nursery education inspection the provider was given key issues around: developing short term planning to include sufficient detail of how activities can be extended and offer challenge to the more able children; providing more opportunities for children to recognise their own names and other familiar words; extending children's opportunities to learn about features of their local neighbourhood; providing more opportunities for children to choose from a wider range of materials, to use their imagination and extend their own creative and design ideas. These have been suitably addressed. Steps have been taken to effectively cover all key issues, which have been successful in helping children to progress. Opportunities for children to extend and create their own creative design ideas are less strong and this is therefore a recommendation at this inspection.

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):

- consider positive steps to ensure that all children's behaviour is managed effectively to promote a positive environment.

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 the opportunities for children to use their imagination and freely create their own designs using their own creative ideas.
- continue to develop opportunities that effectively enable children to consolidate their Communication, Language, Literacy and Maths skills through everyday activities and play.

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