

Honey Tree Day Nursery - Portishead

Inspection report for early years provision

Unique Reference Number	509169
Inspection date	06 November 2007
Inspector	Deborah Jane Starr
Setting Address	13 Stoke Road, Portishead, Bristol, North Somerset, BS20 6BQ
Telephone number	01275 843752
E-mail	honeytree_portishead@hotmail.co.uk
Registered person	Honey Tree Day Nursery 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 satisfactory.

WHAT SORT OF SETTING IS IT?

The Honey Tree Day Nursery is one of four nurseries and is part of a privately owned company. It was registered in 2001 and operates from a single storey premises in Portishead, North Somerset. The nursery serves the local area, having links with local primary and infants schools. The nursery is open each weekday from 07.30 to 18.00, all year round except bank holidays. Children have access to an enclosed outdoor play area.

A maximum of 53 children may attend the nursery at any one time. There are currently 74 children from six weeks to five years on roll; of these, 17 children receive funding for nursery education. The nursery supports children with learning difficulties and/or disabilities and for whom English is an additional language.

The nursery employs 14 members of staff who work directly with the children; of these, 13 staff including the manager hold appropriate early years qualifications. The nursery receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Established good hygiene routines and clear expectations of staff increase children's awareness of the importance of maintaining good health. Children from a young age know to wash their hands at appropriate times. Staff follow effective procedures and practices that protect children from the spread of illness and risk of infection. Staff follow thorough procedures when changing nappies, maintain regular cleaning and sterilizing routines and ensure that all persons remove their shoes prior to entering the baby room. The management of accidents is thorough, alongside procedures and systems to support the administering of medication and sharing of information with parents, such as guidance for exclusion periods for infectious illnesses. Currently six members of staff hold appropriate paediatric first aid certificates 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 safely, baby walkers and low-level furniture, and rails upon which to pull themselves up securely. A separate room for children aged up to one year offers ample space for physical development. Older children enjoy the freedom and variety of surfaces in the outside area. Children move around the premises with confidence. Staff plan a regular range of activities that promote specific aspects of physical development. Children climb the low-level frame and slide and confidently ask for assistance when required. They competently manoeuvre trikes, bikes and sit and ride toys around each other and obstacles moving forwards and backwards. Children observe and respond to recognisable signs of stop and go. Exercise CD's provide regular opportunities for children to move and co-ordinate their bodies in a variety of ways. They develop balance and co-ordination when using a see-saw and crawling through tunnels and throwing, kicking and catching skills when using a variety different sized balls. Children are starting to recognise bodily changes, pouring water for themselves when thirsty. All children are able to rest comfortably according to their needs in cots, baby chairs or on sleep mats; young children benefit from experiences consistent with home, such as sleeping routines.

Children's dietary needs and preferences are clearly identified, discussed fully with parents and taken account of. Balanced regularly rotated menus offering nutritious freshly prepared meals, including some organic vegetables, promotes children's awareness of a healthy diet. Planned activities provide opportunities for children to develop an understanding of healthy choices. Children easily access fresh drinking water from low-level surfaces throughout the day; staff offer drinks regularly to babies.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Comprehensive regularly reviewed written risk assessments, thorough daily checks of all inside and outside areas, hazard analysis of accidents and regular checks of safety monitors such as smoke, carbon monoxide and emergency lighting effectively promote children's safety. Security of the premises such as clear vision of the entrance hall, use of visitors book and procedures for the collection of children by authorised persons protects children further. Constant monitoring of sleeping children through a baby monitor and regular visual checks ensures they are safe. Staff guide children appropriately to develop an understanding of their own personal

safety. Children are encouraged to sit safely on chairs to prevent falling, help to tidy toys away to prevent tripping, practise regular evacuation procedures and spontaneously tell staff that they must walk not run when entering the garden for outside play. Babies and young children are strapped appropriately into high chairs and buggies when on outings. Children play with and use overall a wide range of good quality toys and equipment. However, although they are checked regularly for safety and are appropriate for their age and stage of development some equipment is not in good working order.

Staff's secure knowledge and understanding of the signs and symptoms of child abuse and clear understanding of their responsibilities and reporting procedures within the nursery ensures children's welfare is safeguarded and protected. Parents are well informed of the nursery's responsibilities through a written policy that is included in the parent pack, clearly displayed on the parent notice board alongside local authority procedures and the process flow chart supplied by the Department of Health in every area.

Helping children achieve well and enjoy what they do

The provision is good.

Children separate confidently from their parents and carers and settle with ease having been individually welcomed by staff on arrival. All children develop positive relationships with their key workers and other staff members, consequently this increases their sense of well-being and security. Young children snuggle in close to staff, enjoy lots of cuddles and make good eye contact with the adults around them. Staff respond well to children's early attempts at communication, mirroring facial and vocal expressions and offering frequent encouragement. Staff overall have a sound knowledge and understanding of child development. They plan a varied range of appropriate activities that consolidate, promote and support children to move forward through their effective use of observations and assessment by using the Birth to three matters framework.

Young children are fascinated by a varied range of treasure baskets offering shiny and natural objects and textured materials that stimulate their sense of touch, sight and sound. Low-level interactive displays of different object such as sea shells, fabric and cooking utensils encourage and enable children to freely explore their environment. Bottles containing coloured liquid and a wide variety of objects offer opportunities to investigate and stimulate children's sense of sight and sound. Toddlers are starting to make independent choices, selecting squeaky objects from clear low-level storage boxes and testing out press-response toys. They are intrigued by unfamiliar sounds using musical shakers from around the world. Children are interested to try new experiences. Staff support children appropriately to copy and imitate movements and sounds. They are interested in interactive story books, following the story through pictures and listening and following instructions on a CD and when watching staff actions. Children are starting to recall what they have done; for instance, whilst waiting to wash their hands children re-enact the actions from the story and sing elements of the song. Older children listen eagerly when participating in unfamiliar messy play activities. Staff guide them clearly to manipulate a spoon whilst scooping up a marble and place it into self-selected coloured paint. Children are keen to try out new techniques moving the container from side to side, whilst manoeuvring the marble to create their own patterns. Children are proud of their achievements beaming with delight at their finished work.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a secure knowledge and understanding of the Foundation Stage curriculum. Children make sound progress towards the early learning goals. Staff plan a varied range of activities that arise from children's interests, build on what children know as a result of regular observations and assessments of children's progress linked to appropriate stepping stones in each area of learning. Staff use some open-ended questions during planned and child-initiated activities. However, children are not always sufficiently supported, challenged or extended through their child-initiated play.

Children are supported well by staff to develop their confidence when speaking in the larger group at circle time. They confidently talk about events in their own lives and family members and are encouraged to take turns and listen to each other. Children confidently approach the visiting inspector, show her what they are doing, include her in their play and ask for assistance where appropriate. Children are interested in number and use quantity and positional language in their spontaneous play, such as lots of, more, and up and down. Most children are able to recite number correctly from one to 10. However, staff do not always appropriately support children's mathematical learning when linking objects to number, as they do not at all times ensure that the objects match the number they are saying. Children are keen to explore unfamiliar experiences. They are intrigued by the changes that takes place when corn flour and water are mixed and are encouraged by staff to express how it feels to the touch. However, opportunities to consolidate children's understanding of number and to introduce problem solving are not promoted.

Children are interested in books, they look at them spontaneously, turn pages correctly and follow the story through pictures. Some children recognise their names on laminated cards and when hanging their coats up however, less able children are not supported appropriately to make links between initial sounds and letters. Children make attempts at early mark making and are starting to make marks for a purpose. For instance, writing invitations for a party at the writing table using some correctly formed letters. However, opportunities for children to spontaneously develop this skill in their play is limited as mark making materials are not available in the imaginative play area.

Children are interested in how things work and develop competent skills when using ICT equipment and every-day technology. They confidently and skilfully manoeuvre a computer mouse moving between screens and drag the mouse to manipulate objects. They understand that tapes are placed into recorders to produce sound and are persistent in their attempts to achieve this. However, two out of three tape recorders easily accessible to children are not in good working order and children are unable to play self-selected tapes.

Helping children make a positive contribution

The provision is good.

Children are valued and respected by staff who are committed to ensuring children's individual needs are identified and met. An individual welcome for each children at circle time through the 'Hello song', displays of their own work and named coat pegs assist in developing a sense of belonging and value. Effective settling-in procedures, alongside the use of comforters from home and agreed strategies to re-assure children when sleeping, such as the use of a baby sleep bag promotes children's sense of security. Close liaison between parents, staff and outside agencies, such as a teacher for the deaf and speech therapist ensure that all parties are well informed; skills are shared and developed, for instance, British sign language and realistic objectives are set for each child. Consequently, children are effectively supported to receive the best possible care. The use of flash cards and significant words in a child's first language

promotes inclusion for children for whom English is an additional language. A varied range of resources throughout the nursery such as posters, small world figures, puzzles, books and dolls reflect positive images of difference. Children participate in occasional meaningful activities that develop an awareness of diversity and promote an understanding of the wider world. Fund raising activities for charities such as 'Children in Need' promote an awareness of others in the wider community.

Children benefit from positive relationships between parents and staff. Parents are well-informed about their child's daily experiences and care through daily discussion and written information, such as day forms, daily activity sheets, newsletters, the clear display of policies and procedures and regular planned meetings with staff. Children are proud of their achievement's eagerly showing the inspector their work. Staff's frequent use of praise and encouragement promotes children's positive sense of worth and self-esteem. Clear role modelling of acceptable behaviour by staff and the involvement of older children in agreeing rules, helps them understand what is expected of them. Staff encourage turn taking and sharing through a range of appropriate strategies, for instance, the use of a soft toy 'Lola' at circle time and timers when using specific equipment, such as the computer. Children show care and concern and are respectful towards each other. Children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is satisfactory. Some written information in the parent pack alongside discussion with staff provides parents with an initial explanation of the Foundation Stage curriculum. Daily discussion and the clear display of weekly and daily planned activities linked to the areas of learning and learning intentions that reflect the stepping stones ensures parents are informed of activities. Regular planned focussed meetings with staff to discuss their child's achievements and easy access to children's learning diaries inform parents of their own child's progress. However, opportunities that actively encourage parents to be involved with their own child's on-going learning are few.

Organisation

The organisation is good.

Robust and rigorous systems in place for the recruitment, checking, induction and on-going support of staff ensures that they are suitable to work with children. Regular meetings provide opportunities for staff and management across the organisation to discuss practice issues and to identify areas for improvement through action plans. The nursery and staff are committed to improvement through recognised quality assurance schemes and currently hold the 'Somerset Food Hygiene Award' and the 'Bristol Standard'. Staff's good knowledge and understanding of the nurseries comprehensive policies and procedures that meet the National Standards are reflected in most aspects of practice; consequently, this contributes to children's well-being.

The well-maintained premises are bright and inviting. Interesting posters that include letter and number contribute to children's learning. Low-level surfaces, child-sized tables and chairs and equipment provide ample space for children to sit comfortably and to investigate resources. Staff deployment throughout the nursery overall ensures children are well supported and supervised. However, at times due to the lay out of the three to five years room and the deployment of staff within it, children are not appropriately supported during self-selected play. Well organised, relevant and accurate documentation and comprehensive systems to support the regular review of information ensures children's welfare is promoted and safeguarded.

Leadership and management is satisfactory. Systems in place for the monitoring of the effectiveness of the programme for nursery education are not yet fully effective. Systems ensure that planned activities are frequently reviewed to ensure they offer a balanced range of activities across the six areas of learning. However, regular monitoring of staff practice is not currently in place and as identified children's learning is not fully supported at all times; consequently this limits children's progress in some areas.

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

Improvements since the last inspection

At the last nursery education inspection the provider was requested to make the following improvements; to develop planning to ensure all areas of learning are sufficiently addressed, to

review the organisation of provision to ensure that staff are deployed appropriately to support and maximise children's learning and to develop an appropriate scheme to evaluate activities in order to influence future planning and learning.

These recommendations have been considered and steps taken to improve the provision. Frequent reviews of written plans, staff evaluation of planned activities and monitoring of children's learning diaries ensure that a balanced range of activities that reflect children's next steps across the six areas of learning are sufficiently in place. Steps have been taken through written suggestions on each planned daily activity as to appropriate open-ended questions that staff can use. However, staff are less confident during child-initiated play and do not fully support children at all times to maximise their learning.

At the last care inspection the provider was requested to make the following improvements; to keep a written record, signed by parents, of medicines given to children and to ensure that the equal opportunities policy is fully implemented and that documentary procedures are consistent to support all children.

These recommendations have been considered and steps taken to improve the provision. Appropriate systems are in place for the administering of medication and staff are aware of the equal opportunities policy and ensure that the procedures are followed consistently to support all children.

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):

- ensure that imaginative play areas are well resourced and that play equipment is in good working order [also applies to nursery education]
- promote children's awareness of diversity and a positive attitude to the wider world through regular meaningful activities [also applies to nursery education]
- review the organisation of play areas and staff deployment so that children are appropriately supported at all times.

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, challenge and extend children's learning in child-initiated play
- further develop opportunities for parents to be actively involved in their child's on-going learning
- develop further the systems in place to monitor the effectiveness of how a balanced range of experiences across the six areas of learning are promoted by staff during spontaneous child-initiated 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