

Honeypot Day Nursery Ltd

Inspection report for early years provision

Unique Reference Number	103714
Inspection date	31 March 2008
Inspector	Angela Cole
Setting Address	136 Princes Avenue, Walderslade, Chatham, Kent, ME5 8AJ
Telephone number	01634 867712
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Registered person	Honeypot 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 good.

WHAT SORT OF SETTING IS IT?

Honeypot Day Nursery is a private setting that opened in 1990. It operates from three rooms in a detached bungalow in Walderslade, an area of Chatham in Kent. Children share access to an enclosed, outdoor area. A maximum of 36 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 all year round.

There are currently 51 children from birth to under five years on roll. Of these, nine children receive funding for early education. The children come from the local area. The nursery currently supports a number of children with learning difficulties and/or disabilities.

The nursery employs 14 members of staff. Of these, 13 hold appropriate early years qualifications and one is working towards a foundation degree in early years. The group has links with the local schools.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children gain a good understanding of personal hygiene as they clean their teeth each day and are reminded to get rid of the 'germs' by thoroughly washing before eating. Some children do not wash during play sessions after visiting the toilet. A daily cleaning programme is in place and staff maintain equipment well, so facilities are clean for children to use. The children's health is actively promoted as they have daily access to physical exercise in the garden, for example, to negotiate the challenging slide, control wheeled toys and to dig in the soil or sand. The babies are taken on occasional walks and older ones visit an indoor, soft play area twice a week for energetic play.

Effective arrangements ensure that children are treated appropriately if they require medication. All members of staff are qualified in first aid and suitable equipment is readily available so children are treated promptly following minor accidents. The children receive consistent care as accurate records of their health are promptly shared with their parents.

The children have access to drinking water at all times. They learn to recognise their own needs for drink and food. They confidently help themselves to ample, healthy snacks. These include a choice of fruit, and foods that older ones help to prepare, such as 'pizzas'. Staff keep up-to-date information about dietary requirements to ensure that children's individual needs are met. Menus are displayed so families are aware of the healthy, freshly cooked meals, and parents are offered helpful hints so children continue to benefit from nutritious foods at home.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery provides a welcoming environment for children with displays set out by staff. The secure premises are well maintained and kept at an appropriate temperature to ensure children's safety and comfort. The base rooms and spacious garden are effectively used to give children a variety of play areas. There is sufficient room for the numbers attending in the nursery. Space is, overall, well used so children can play and move around freely within the area in use at any one time. Children independently select age-appropriate, safe resources from the range of good quality toys and equipment set out and from some in low storage.

Children move safely within the nursery environment as staff are vigilant at all times. Risks of accidental injury to children are minimised through ongoing assessment of hazards and because staff act on their awareness of any emerging patterns of accidents. Children are effectively supported to learn how to keep themselves safe as they practise fire drills and hear explanations about safety rules, including how to come down the stairs safely. They begin to think of their own safety by taking small risks in controlled circumstances, such as negotiating a grassy, garden slope.

All staff are trained in child protection and are aware of how to put the local safeguarding procedures into practice. This knowledge is underpinned by comprehensive policies to support them to take appropriate action in the event of any concern.

Helping children achieve well and enjoy what they do

The provision is good.

The children settle well in the nursery's homely atmosphere. The range and balance of activities effectively help them to make good progress in all areas of their development. Their care needs are well included in routines and all children enjoy quieter and more active types of play, such as looking at books and role play. Staff have a secure knowledge of the 'Birth to three matters' and Foundation Stage frameworks. This means they keep detailed records of activities provided, so they ensure that children take part in a range of experiences over time.

Babies and the youngest children are happy and well stimulated during their waking hours. They particularly enjoy exploring the contents of varied 'treasure baskets' that staff thoughtfully collect together. Long periods of time are given over to free play each day, so toddlers and older children become engrossed in their play and make decisions for themselves over extended periods. Activities, such as cooking and gardening, provide good opportunities for older children to explore different objects and materials.

Children feel valued, safe and relaxed in the nursery. Staff are extremely friendly and approachable and have a warm relationship with each child in their care. They talk to younger children continually and ask open questions to helpfully encourage their conversation and thinking. They take time to observe children's progress, so that, in practice, they plan effectively for the next stages of their development. Children of different ages effectively learn from handling interesting everyday items, including metal objects such as a door handle that older ones use to represent a telephone.

Nursery Education

The quality of teaching and learning is good. Children achieve well in all six areas of learning. They make very good progress in relation to their starting points in communication, language and literacy and mathematical development. Staff effectively use their good understanding of the Foundation Stage and of how children learn to foster language and listening skills. As a result, children initiate conversations and efficiently communicate their thoughts to others. For example, they eagerly relate incidents about grandparents and invite other children to listen while they 'read' a story from a favourite book. From an early age, children understand the importance of print and writing so they use weather symbols, ask staff to scribe their words and 'write' lists. They confidently explore sounds, emphasised rhymes and letters in their names. Overall, staff make effective use of varied, indoor resources to support children's learning, including posters and well made, storage labels. Children have some opportunities to learn outdoors, for example, with books in the summer. However, they do not have independent access to a wide range of indoor and outdoor resources, including craft materials.

Children confidently express their mathematical ideas. They use higher numbers, when discussing dates and spontaneously count, for example, four spoons of sand. They eagerly respond to staff's appropriate challenges, for example, to work out how many more toy animals they need to balance the scales. They develop a good understanding of shape, space and measure to solve practical problems, for example, to recognise diamond window panes and explain that pictures are 'upside down'. Children occasionally build with large materials, such as cushions, to extend their understanding of space and physical skills. The learning environment and activities are effectively planned to suit the needs of children, though assessment is not closely linked to planning through the stepping stones to foster children's individual interests.

Staff use effective teaching methods based on first-hand experiences so children extend their understanding, for example, of the word about them. Children notice details in the garden and are keen to investigate materials and objects, for example, to prepare food and plant seeds. They know that tools can be used for different purpose as they design wooden models. They show a keen interest in everyday technology and confidently approach different equipment, such as electronic toys and the computer, to support their learning. Children benefit from staff's good use of time and long periods in which they are free to be creative with small world and role-play materials. For example, children enjoy making enclosures for toy animals and serve 'food' to adults. They have regular, though not free, access to media such as paint, dough and glue. They effectively use all their senses, for example, to talk about foods they like, to move to recorded music and to sing favourite songs to themselves as they play.

Helping children make a positive contribution

The provision is good.

Children settle well as they gain self esteem to become confident and show pride in their achievements. For example, a child who takes a toy home is praised for the family's account of its 'adventures'. Children have equal access to toys and activities that include obvious positive images of culture and disability. Older ones have good opportunities to make decisions and are given ample time to finish activities for themselves before changes of routine. They enjoy being involved in everyday tasks that give them responsibility, such as tidying the room. They learn to value others by celebrating varied festivals through food, craft and dance.

Children with learning difficulties/and or disabilities are well supported in close liaison with their parents. Staff work hard to establish necessary support from outside agencies so that each child is fully included and makes all possible progress. The children behave well throughout sessions as they are fully occupied and interested in their own activities. The calm staff are good role models so that children copy their example and polite words. Children willingly take turns and remind each other of the need to share, for example, the sand and tools. Spiritual, moral, social and cultural development is fostered.

Partnership with parents is good. Staff develop strong relationships with families who offer glowing comments to commend the provision. Children are well cared for in accordance with parents' wishes so they receive consistent support. Families have clear information on the group and curriculum and are well informed about children's progress to be able to support them effectively. For example, parents enthusiastically support the share-a-book scheme and are well involved in the children's learning through detailed, contact diaries.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides. There are robust procedures to appoint new staff, though ongoing suitability of staff is not fully checked. The nursery is well organised so staff are free to work with the children. Available space and equipment are, overall, effectively used to provide many activities support children's development and learning. These include good quality resources, some of which are carefully prepared by staff. Detailed, accessible documentation fully supports children's welfare with effective regard for confidentiality.

Children play in a safe, attractive play environment that effectively fosters their well-being. Over time, staff provide a wide range of interesting activities which children develop during

sessions according to their play needs. There is good interaction as each adult takes time to listen carefully to children, join in their activities and meaningfully extend their thinking. Children are well behaved, sociable and gain confidence to develop their self esteem.

Leadership and management are good. Children are well supported by close-knit teams of well qualified and experienced staff. Room leaders share responsibilities to make the most of staff's personal qualities and to meet their developmental and training needs. Management has clear aims and effectively monitors the children's education to assess the group's strengths and areas to improve. The nursery shows high commitment in promoting an inclusive environment in which every child matters.

Improvements since the last inspection

The previous care inspection recommended the nursery to improve procedures to share young children's learning with their parents, keep medication records confidential and extend children's understanding of diversity. Staff have devised contact books as an effective method of informing all parents of children's achievements so that working partnerships are strengthened. The nursery has increased its display of images of cultural and physical diversity so that children gain a greater understanding of diversity. Staff now ensure the confidentiality of medication records by masking previous entries so that parents are confident to share details of their children's health.

The previous education inspection required the setting to improve staff appraisal and identify children's individual learning needs in planning. The nursery has continued its programme of regular appraisals to identify training needs as, for example, staff have improved their knowledge of the Foundation Stage to support children's learning. Key workers observe children closely so they are aware of their individual learning needs and support them. The improvement made has had a positive impact on children's learning.

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 the parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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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 good hygiene practice is in place regarding hand washing during sessions
- make sure there are effective procedures in place for checking the ongoing suitability of staff to work with 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):

- link assessment to planning to support individual learning based on each child's responses and on their interests
- extend children's independent access to a wide range of indoor and outdoor resources, including craft materials.

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