

Honey Bears Day Nursery Ltd

Inspection report for early years provision

Unique reference number EY376412
Inspection date 08/10/2008
Inspector Sarah Jane Rhodes

Setting address North Road, Burslem, Stoke-On-Trent, Staffordshire, ST6
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Honey Bear's Day Nursery is a limited company and has been registered with its current owner since 2008. The nursery was originally registered in 1996. It operates from a refurbished commercial building situated in Burslem, Stoke-on-Trent, Staffordshire. The nursery is registered to care for a maximum of 95 children at any one time on the Early Years Register and the compulsory part of the Childcare register. In addition the nursery is registered on the voluntary part of the Childcare Register for children over eight years. The nursery is registered to care for children receiving nursery education funding.

Children attend for a variety of sessions including before and after school and during school holidays. The nursery serves the local and wider surrounding areas on the commuting route. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. It is a single storey building with level access. All children share access to secure enclosed outdoor play areas. There are nine full-time staff including the manager, eight of these staff hold a relevant qualification, one is working towards a qualification and two are working towards a further qualification. There are a further four part-time staff, one has a relevant qualification and two are working towards a qualification. The nursery also employs a cook and a cleaner.

Overall effectiveness of the early years provision

Honey Bear's Day Nursery provides adequate care and education for children in the Early Years Foundation Stage (EYFS). A strong key person system allows staff to plan for children's individual needs and to develop partnerships with parents. The nursery uses the help and support of local experts to enable them to tailor their provision to meet the needs of all children including those with additional needs. The self-evaluation process has just been commenced and a comprehensive review of the nursery is underway which involves all relevant stakeholders. The nursery has already clearly identified areas that they wish to improve and how they plan to implement change, for example, the outside play environment.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- develop the risk assessment system to ensure an assessment is in place for each sort of outing, encourage staff to be aware of these and their part in ensuring all reasonable steps are taken to minimise hazards in general both indoors and outdoors
- develop ways to ensure continuity and coherence for children by sharing relevant information with other settings providing education and care
- continue to develop the systems of observational assessment to support provision of experiences which help children progress towards all the Early Learning Goals
- make more effective use of the outdoor spaces to create a stimulating

environment that offers a range of activities.

The leadership and management of the early years provision

The nursery has recently changed ownership and the previous manager now also owns the setting. This has had a positive impact on her ability to actively plan for the future and implement the improvements required. All staff work well as a team and have regular meetings. These meetings are used as a vehicle for staff to have a real input into the self-evaluation process and staff have a good understanding of the nursery's strengths and areas for improvement, they are enthusiastic about their role in making the improvements happen. Recently parents have also been included in the self-evaluation process through questionnaires and Local Authority support worker and cluster group meetings are also seen as important elements of the process to continually improving the setting.

As well as the self-evaluation process parent partnership is also developed through the key person system. The key person system helps staff meet the needs of individual children and provides a strong link with home, through daily diaries. Parents are further informed through newsletters and parents days when they have the opportunity to discuss their child's records. Partnerships in the wider context are used to develop the quality of education and care, links with Local Authority staff and Cluster group meetings are used to gain ideas about best practice. However, the nursery's attempts at engaging with other providers of Early Years Foundation Stage care and education for children attending both the nursery and school have not been so successful, with no meaningful links having yet been made. This has limited both settings ability to ensure continuity and coherence for the children.

Children generally benefit from the effective maintenance of records, policies and procedures which promote positive outcomes. The Manager and staff continually review the nursery's documentation. Children are safeguarded in a satisfactory way. Staff have a robust system in place for security and main long term risk assessments and risk-assessments for more complicated trips are in place. Daily visual safety checks of all equipment are undertaken, however, staff do not always understand their role in identifying new risks as they occur and taking immediate action to reduce those risks. Also no risk-assessments are available for local trips such as a walk in the local park. A written safeguarding procedure is in place which ensures that staff are up-to-date with current local safeguarding procedures so any concerns about children in their care can be addressed promptly.

The quality and standards of the early years provision

The nursery adequately promotes children's welfare, learning and development. The staff have recently introduced a new system for planning the learning through play in all of the rooms. Children's interests are taken as a lead in how they will learn. Clear observations are undertaken by staff which give a picture of different aspects of the child's development and they identify the next steps in their learning. These next steps are quickly addressed in the next weeks planning and the outcomes of

these activities are once again evaluated. A system to ensure that children are not avoiding activities that, for example, encourage mark making and that they are encouraged to develop in all aspects of the six areas of learning is not currently in place and staff are unsure of how they will identify if children are making progress at an appropriate rate.

Children are encouraged to be independent and self select their activities from a range of low units. They persist for some time at their chosen task. Adults encourage verbal skills through routines and incidental conversation. Children are confident to talk about their nightly routines as part of circle time and start to identify letter sounds and rhyming words with the use of jigsaw games. Numeracy is encouraged, for example, through identifying numbers in relation to the date or by counting a sequence of numbers in anticipation of throwing a ball.

Children learn about the wider world through walks in the local community, they are able to see and discuss aspects of nature, for example, by watching a caterpillar move. Even younger children have opportunities to use natural elements in their play through the use of sand, bubbles and ice painting. Children have ample space to move around both inside and outside. Some festivals are celebrated to introduce children to other cultures and where children speak English as an additional language their home languages are valued. Children are skilful in using tri-cycles and bats with balls. Older children use climbing equipment and staff help them develop their balancing skills. The walls are used to display a range of creative craft work which values the children's achievements.

Children's welfare is promoted to a satisfactory level through the provision of diets that on balance tend to be healthy and hygiene practices that are on the whole acceptable. The nursery also uses everyday routines as a way of promoting children's independence and social skills, for example, children preparing snack for the whole group. The children are shown how to keep themselves safe through clear rules. Behaviour of children is good, with clear boundaries and positive role models. Children's feelings are acknowledged and they are encouraged to express and discuss their feelings when chatting at meal times. Children are respectful and cooperative, including others in their games. Children with learning disabilities or physical disabilities are appropriately cared for with activities adapted as is required.

Annex A: record of inspection judgements

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

Overall effectiveness

| | |
|---|--------------|
| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | Satisfactory |
| How well does the provision promote inclusive practice? | Satisfactory |
| The capacity of the provision to maintain continuous improvement. | Satisfactory |

Leadership and management

| | |
|---|--------------|
| How effectively is provision in the Early Years Foundation Stage led and managed? | Satisfactory |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | Satisfactory |
| How well does the setting work in partnership with parents and others? | Satisfactory |
| How well are children safeguarded? | Satisfactory |

Quality and standards

| | |
|---|--------------|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | Satisfactory |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | Satisfactory |
| How well are children helped to stay safe? | Satisfactory |
| How well are children helped to be healthy? | Satisfactory |
| How well are children helped to enjoy and achieve? | Satisfactory |
| How well are children helped to make a positive contribution? | Satisfactory |
| How well are children helped develop skills that will contribute to their future economic well-being? | Satisfactory |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:
www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.