

# Honeybear Nursery

Inspection report for early years provision

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<b>Unique reference number</b>	EY362226
<b>Inspection date</b>	30/09/2008
<b>Inspector</b>	Barbara Christine Wearing / Susan Patricia Birkenhead
<b>Setting address</b>	11 Northenden Road, Gatley, Cheadle, Cheshire, SK8 4EN
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<b>Type of setting</b>	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).

## **Description of the setting**

Honeybear Nursery, Gatley is one of three nurseries run by Honeybear Limited. The nursery opened in 2008 and operates from eight rooms in a converted three storey house in the Gatley area of Stockport. The nursery is on the Early Years Register and a maximum of 30 children may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.30, 50 weeks of the year. All children share access to a secure enclosed outdoor play area. There are currently 32 children aged from six months to under five years on roll. Children come from a wide catchment area. The nursery currently supports children with learning difficulties and/or disabilities. The nursery employs nine members of staff. Of these, two are working towards a qualification and five hold appropriate early years qualifications, one of whom has Early Years Professional status. The setting receives support from the local authority.

## **Overall effectiveness of the early years provision**

Honeybear Day Nursery provides a safe, welcoming and well resourced environment for children and families. Staff work closely with parents, keep accurate records and follow comprehensive procedures. These ensure that children's individual needs are known and that their welfare is generally promoted. The majority of staff observe children closely and therefore have an understanding of their stages of development. They plan and provide a wide range of learning experiences for the children. The setting is aware of differences in staffs' skills in providing challenges that promote children's learning. They are devising systems to develop staff knowledge, understanding and practises, thereby, continually improving the provision.

## **What steps need to be taken to improve provision further?**

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

- ensure that staff interact with children in a way that provides challenges and extends their interests
- devise a system to review the developmental progress children are making towards their identified next steps
- ensure a consistent approach is in place to meet the individual needs of children with learning difficulties or disabilities
- review the organisation of mealtimes to ensure that young children's needs are met.

## **The leadership and management of the early years provision**

Rigorous recruitment and vetting procedures ensure that children are protected well. All necessary records, policies, procedures and documentation are well organised, comprehensive and shared with staff and parents. Thereby, adequately

promoting the welfare of children within the nursery. Staff are deployed effectively throughout the majority of the day and an effective key person system is becoming established. However, the organisation of lunch times for the babies results in some of them becoming upset while waiting to be fed.

The setting knows itself well and has some informal monitoring and self-evaluation systems in place. Management staff are working alongside a Sure Start Early Years Development Worker to develop more formal processes. The setting has clear aims for future development to further promote and improve outcomes for children, fully utilising the skills of the Early Years Professional.

The setting is pro-active in working with other agencies to ensure that they meet the needs of children with learning difficulties. However, not all staff are confident in their approach or skilled in meeting these children's individual needs. The nursery environment reflects positive images that represent our diverse society and promotes anti-discriminatory practices. Thereby, creating an atmosphere where children and families feel included, safe and valued.

## **The quality and standards of the early years provision**

Children benefit from a well organised indoor and outdoor learning environment. A wide range of good quality resources are easily accessible to children within their group rooms. Children are confident in making choices regarding their play and spend time exploring their chosen play materials on their own, with friends and with staff. Young babies have fun playing in a tunnel, they giggle at each other and play peek-a-boo with staff who share in the babies' delight at the game. Children generally play happily together and show an understanding of the expectations and boundaries within the nursery. Staff calmly remind children of these as and when necessary.

The setting is developing good systems for recording observations of children and use these to devise next steps in their learning and to inform short term plans. However, it is not clear how their developmental progress is reviewed. Staff spend time with the children but their skills in extending children's learning varies, dependant upon their experience and qualifications. Observations and planning demonstrates that some children are beginning to show an interest and understanding of letters and numbers. Older children enjoy mark making in the well resourced creative room and count how many children are present for lunch, calculating how many knives and forks are needed. Planned, adult led activities extend these areas of learning. However, few other spontaneous opportunities are taken to extend children's skills in these areas. Children of all ages are developing good creative skills as staff give children regular opportunities to freely explore a wide range of media and materials. Children become engrossed as they use glitter, different types of glue and paint to create Eid cards. They discuss Eid and other festivals that children within the room celebrate.

With parents' consent children enjoy visits to local shops, the post office and park and experience going on the train to an art gallery. They also welcome visitors who bring animals, such as rabbits and snakes. The nursery makes excellent use of their

vegetable patch. The children grow and pick strawberries, potatoes and carrots and design and make a scarecrow to protect their crops. These activities all enhance children's learning opportunities. They develop an understanding of the wider world and their local environment, learn about road safety, observe changes and develop an understanding of healthy eating. The setting gives a high priority to ensuring that children develop healthy lifestyles. Children are provided nutritious, freshly prepared meals, spend time outdoors on a daily basis and have lots of opportunities to develop large physical skills indoors and out.

The setting develops good relationships with parents who share information regarding their child, promoting a smooth transition to the nursery. Staff keep parents well informed of events within the nursery and of their child's development. Staff are aware of, and meet, children's individual health and dietary needs, likes, dislikes and routines.

The setting provides children with a safe and welcoming environment in which risks are clearly assessed and minimised. Staff have a clear understanding of child protection and their safeguarding procedures.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Satisfactory
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Satisfactory
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
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](http://www.ofsted.gov.uk)

## **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.

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