

# Honey Bear Day Care

Inspection report for early years provision

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<b>Unique reference number</b>	EY373179
<b>Inspection date</b>	21/10/2008
<b>Inspector</b>	Angela Rowley

<b>Setting address</b>	Westleigh Community Centre, Westleigh Lane, LEIGH, Lancashire, WN7 5NJ
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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

Honey Bear Day Care was established in 2008 and is the second provision managed by the independent owner. It operates from within a multi-use children's centre building structurally attached to Westleigh Methodist Primary School, which is located in a residential area of Westleigh, a suburb of Leigh, Lancashire. The premises are on one level with disabled access throughout. It primarily meets the needs of working parents and children from the local community. It opens Monday to Friday from 08.00 to 18.00, 51 weeks of the year and offers care for 54 children from birth to five years. It is registered to provide care for children in Early Years Foundation Stage.

Children are cared for in two main areas. An under three years room is divided into two areas for babies and toddler aged children, and children over three years are based in the pre-school classroom which is fully integrated with the maintained nursery provision of the school based on the same site. There are currently 49 children on roll in the setting and there are 13 staff who work with the children, the majority of whom hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

The setting provides effectively for children in the Early Years Foundation Stage. Children are happy and settled in the stimulating environment where a good range of continuous learning opportunities help meet all children's needs and keep them actively engaged. Children are all valued as individuals and their additional needs are identified and supported at an early stage. The setting's capacity to improve is good because practitioners in the setting continually evaluate their practice. Action plans are well targeted and have already identified and brought about improvements in the early stages of this growing provision.

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

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

- continue to improve the organisation of space and resources to provide better storage for large equipment, more opportunities for exploration and investigation outdoors, office space and to enhance the provision for babies
- build on the current keyworker system to provide more consistency for children
- continue to develop ways of involving parents in children's learning.

To fully meet the specific requirements of the EYFS, the registered person must:

- record the risk assessments of each type of outing and ensure that a member of staff with a current first aid certificate is present on all outings.

05/11/2008

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

Almost all of the required records for the safe management of the Early Years Foundation Stage are in place. Clear recruitment procedures ensure the suitability of staff and training is appropriately prioritised and used to bring about improvements in the provision. The monitoring of teaching and learning is rigorous in some areas and is being extended across the provision. Lead practitioners are qualified and experienced. They use their skills effectively to guide and develop others. In their dedication to make a success of their new provision and integrated working, all staff reflect on their practice. They strive for continual improvement and together they identify areas for change and development. For example, routines that break the flow of children's play have been altered already and indoor environments have been completely reorganised to provide a wide range of continuous play opportunities in a free flow environment. Rightly, management have identified issues with a lack of storage and office space in the planning of the premises and are trialling ways of overcoming the difficulties associated with this. However, these issues continue to detract from the otherwise well organised environment. Prams and other large equipment are stored in a spare toilet cubicle and office space is accommodated in a corner of the baby area. Developments to other areas of the premises are already planned for, although at present there are few opportunities for exploring and investigating outside or in the baby area.

Partnerships with parents are friendly and relaxed. They are welcomed into the setting to share experiences and settle their children. Daily diaries assist with the exchange of care information, and consultation days are used to inform parents of some children's progress. Some plans are in place to extend the ways that parents can be involved, although at present opportunities for them to support their child's learning are limited.

Children are clearly safeguarded. Comprehensive policies are in place and understood by staff who regularly attend training to update their knowledge of the issues. Clear risk assessments and checking procedures are in place which helps keep the environment safe and free from potential hazards. In practice, outings are safely conducted, although they are not risk assessed as required by the Statutory Framework for the Early Years Foundation Stage. This has also meant that the requirement to ensure that children go out with a staff member who holds a current first aid certificate, has been overlooked.

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

Planning for learning is mostly comprehensive. Staff continually observe what children can do and use or are beginning to use what they know to contribute towards individualised planning. In practice, children's individual learning is well supported because staff know them very well and deliver activities in a way that is appropriate for individual stages of development. Consequently, children make good progress. Children's personal and social development is good. They enjoy coming to nursery and they are settled and happy. The free flow environment provides access to a wide range of good quality continuous play provision which means that children

can make independent choices and become confident learners. The interesting enhancements to the continuous provision attract and absorb children in play and, as a result, they are beginning to show curiosity and concentrate for longer periods. For example, children explore 'hot' and 'cold' with ice and warm water as an enhancement to water play. They make hedgehogs using straws in their play-dough, and they act out and repeat familiar phrases from the story of 'The three bears' when it is set up as a theme for imaginative play.

Relationships are good. Every child matters and staff show real care and concern for children. Lots of affection is shared. They operate flexibly to support individual children, for example, when a new child is settling and benefits from individual care and attention. However, the current keyworker system does not always allow staff to support their key children and provide more consistency in their care and learning. Children are gaining a good understanding of right and wrong. From an early stage they model staff practices and, because routines and management are consistent, children learn about expected codes of behaviour. For example, all children immediately stop what they are doing and take part in the tidying up process when they hear the 'hi ho' music being played. Children learn about the wider world from their regular visits into the community and the positive images displayed attractively around the setting.

Healthy snacks and exercise feature throughout the day which promote children's well-being. They have free access to outside play where they use some large and small equipment to develop their physical skills. They delight in taking part in the 'wake up, shake up' routines where they exercise together and are beginning to coordinate fast movements. Clear procedures are adopted to protect children's health, such as accidents, medicines and emergencies, and good hygiene practice throughout prevents the spread of infection.

## 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>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Satisfactory
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>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
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?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

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.