

Honeypot Day Nursery & Pre-School

Inspection report for early years provision

Unique reference number EY369885
Inspection date 07/10/2008
Inspector Sandra Hornsby

Setting address The Old Primary School, 230 Broadgate, Weston Hills,
Spalding, Lincolnshire, PE12 6DQ

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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

Honeypot Day Nursery and Pre-School opened in 2008. It operates from the Old Primary School building in Weston Hills, near Spalding, Lincolnshire. A maximum of 40 children may attend the nursery at any one time. The nursery is open each week day from 08.00 until 18.00 Monday to Friday, throughout the year except for bank holidays and one week between Christmas and New Year.

There are currently 28 children in the early years age range, and three children aged five to eight years on the compulsory part of the register on roll. There are two enclosed outdoor play areas for children to have outside play.

The nursery employs six members of staff. Of these, over half hold appropriate early years qualifications and two are working towards a qualification. One of the directors has a Qualified Teacher Status qualification. The nursery receives support from the local authority.

Overall effectiveness of the early years provision

The individuality and uniqueness of each child is not recognised and valued and little is done to promote children's learning and development. Staff lack the skills and understanding about the children in their care and their knowledge regarding the Early Years Foundation Stage (EYFS) is insufficient. As a result learning opportunities are overlooked and poorly presented and children are not making sufficient progress towards the early learning goals. Although children are cared for in a secure environment and greeted by friendly caring staff, risk assessments and some policies and procedures are ineffective in safeguarding children. The management team are keen to improve, but lack skills and ability to evaluate and highlight even simple practices that would improve outcomes for children.

Overall, the early years provision requires immediate action. Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or will cancel registration.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs 24/11/2008
- ensure there is a balance of adult-led and freely-chosen or child-initiated activities, delivered through indoor and outdoor play 24/11/2008
- ensure sensitive observational assessment is 24/11/2008

- undertaken to plan the support needed to help children progress towards the early learning goals
- promote equality of opportunity and anti-discriminatory practice and ensure that every child is included and not disadvantaged because of culture, home language, ability, learning difficulties or disabilities 24/11/2008
- ensure the safeguarding policy includes the procedure to be followed in the event of an allegation being made against a member of staff (also applies to both parts of the Childcare Register) 24/11/2008
- ensure information is requested about who has legal contact with the child; and who has parental responsibility for the child in advance of a child being admitted 24/11/2008
- ensure you have regard to the SEN Code of Practice, to support the individual needs of all children 24/11/2008
- ensure all staff have appropriate training, skills and knowledge, in relation to their individual roles and to support children's learning and development 24/11/2008
- ensure there is a named deputy who is able to take charge in the absence of the manager 24/11/2008
- ensure records of the information that you have used to assess suitability of staff is maintained 24/11/2008
- keep a record of complaints and any subsequent action taken 24/11/2008
- ensure that all records relating to childcare activities are readily accessible and available for inspection at all times, including risk assessments and name, address and telephone number of the directors (also applies to both parts of the Childcare Register). 24/11/2008

Ofsted will take enforcement measures to ensure children's safety and compliance with the welfare, learning and development requirements or may take action to prosecute or cancel your registration.

The leadership and management of the early years provision

Overall leadership and management is ineffective. There are no clearly defined roles and responsibilities within the management team. Systems regarding record keeping and maintaining policies and procedures, are not robust which leaves young children vulnerable and not fully safeguarded. Information ascertaining recruitment and suitability of staff is missing and safeguarding procedures and legal information, required to be kept about children, are not adequate.

Systems to monitor and evaluate the provision are weak and little has been done to implement change when weaknesses are identified. Although sufficient staff hold recognised qualifications there is little evidence to support this. Deployment of

staff fails to ensure children receive good quality care and education. Appraisal systems and individual monitoring of staff is ineffective and does not support staff development and identify training needs. As a result, staff lack knowledge and skills in their work and do not support children's learning and development effectively. Although the management team want to improve they lack the necessary skills to implement changes quickly without help and support from external agencies.

Risk assessments are carried out day by day in rooms and garden. However, staff have overlooked assessing potential risks with regard to activities, picking children up from school and equipment used by the children. This potentially compromises children's safety. The organisation of the premises is adequate and the environment is clean and hygienic.

Staff share basic care information with parents about their children, including what they have eaten, and what they have done. This gives parents an idea about their general daily routine. There is however, insufficient information offered to parents about children's progress and development in relation to the Early Years Foundation Stage. This is because information about children's starting points, language preferences and any learning difficulties and/or disabilities is not obtained from parents. Staff's own observations on children with learning difficulties and/or disabilities are not recorded and systems to monitor and support children, for example, through individual educational plans and work with the local authority SENCO are not actively used.

The management team have set up links with the local primary school and teachers' visit the nursery. This supports children's smooth transition into school. The staff team also work closely with the local authority Birth to Five service. This is a partnership which is on-going and its aim is to support the nursery through changes to improve outcomes for children.

The quality and standards of the early years provision

Children's learning and development is inadequately promoted. Staff have a limited understanding about how children learn and what they need to do to nurture and support learning and progress for all children. They do not understand the importance of finding out about children's individual needs, linguistic requirements and have very limited information about the children's needs, abilities, development and skills from parents.

Staff do not effectively observe, evaluate and assess what stage children are at and they have no information about what children can do when they start the nursery. As observations and progress records are not maintained staff have not identified children's on-going learning needs. As a result staff are not able to help children learn and develop to their full potential adequately enough.

Activities are not always purposeful, and there is insufficient attention to planning to ensure children receive an interesting, challenging, varied and balanced curriculum. Although children play with age appropriate toys, have fun and make

decisions about what they play with, staff lack the skills to engage the more able children and those who speak English as an additional language. They fail to challenge children's thinking, offer opportunities to explore and investigate their environment and be active learners. Adult-led and child-initiated activities are not carefully planned so children miss out on small group and one-to-one sessions with their key person.

Babies and young children mainly use plastic and manufactured toys with some junk modelling. There are no systems in place for planning the babies curriculum and they rarely use the designated baby room. Staff have given insufficient thought to the babies' growth, development and emotional well-being and how they can offer a well planned, consistent, nurturing environment. Toddlers and pre-school children sometimes use the same play area and staff generally offer all children the same play opportunities regardless of their age and stage of development. Staff do not value and celebrate children's individuality and needs and it is not reflected in their approach to children and how they present activities.

Staff do not promote children's language and communication skills effectively as they used closed questions and give little time for the children to reply. Children with English as an additional language have limited language interaction with staff,. There is little eye contact offered to the children, and they have no visual aids and dual language books. Staff have not explored the use of key words in children's own languages or the use of sign language for babies and young children or those with language difficulties. Parents have not been asked to help staff with linguistic needs of the children. Children have role play opportunities, for example a baby clinic in pre-school and kitchen area in the toddler room, but they are not organised or resourced well enough to encourage children to explore and play in a representative way.

Children's welfare is not promoted adequately enough. Children are not learning about keeping themselves safe, as staff are unaware of how using activities can help children learn this. All staff are kind and friendly and welcome children and parents into the nursery. Children are well behaved and friendly towards visitors and each other. Children have lots of outside play, where they get fresh air and exercise. Meals and snacks are healthy and nutritious. However staff's interaction at meal times is more of a supervisory role and doesn't nurture learning and social experiences. Staff stand behind and over the children and sometimes hand food out from a central dish. This prevents children making choices and decisions about what they eat and how much they can take, and little independence is promoted as staff pour drinks and offer children plated meals.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is 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?	4
How well does the provision promote inclusive practice?	4
The capacity of the provision to maintain continuous improvement.	4

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	4
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	4
How well does the setting work in partnership with parents and others?	4
How well are children safeguarded?	4

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	4
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	4
How well are children helped to stay safe?	4
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	4
How well are children helped to make a positive contribution?	4
How well are children helped develop skills that will contribute to their future economic well-being?	4

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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a record of complaints and any subsequent action taken 24/11/2008

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a record of complaints and any subsequent action taken 24/11/2008

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 that required the provider or Ofsted to take any action.

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.