

Honeypot Day Nursery & Pre-School

Inspection report for early years provision

Unique reference number EY369885
Inspection date 06/07/2009
Inspector Emma Bright

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 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 is managed by Honeypot Nurseries (Weston Hills) Ltd. It opened in 2008 and operates from the old primary school building in Weston Hills, near Spalding, Lincolnshire. The premises are accessible and all children have access to enclosed outdoor play areas. 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.

A maximum of 40 children may attend the setting at any one time. There are currently 52 children on roll who are within the Early Years Foundation Stage (EYFS), of these 24 receive funding for early education. There are currently 13 children on roll in the older age group. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Children come from the local area. The nursery supports children who have learning difficulties and/or disabilities and those who speak English as an additional language. It is open on Tuesdays only from 09.00 to 14.15 during school term times.

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

Overall effectiveness of the early years provision

The overall quality of the provision is good. Practitioners recognise and value the uniqueness of each child and they work closely with parents and other agencies to ensure that all children achieve well in their learning and development. Effective systems for monitoring and evaluating the provision enable practitioners to identify areas for continuous improvement. Children enjoy a varied range of activities and challenging experiences which effectively meets their needs and helps them to make good progress. Good arrangements exist to ensure children's safety and health, and the environment promotes children's welfare very well.

What steps need to be taken to improve provision further?

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

- review the educational programme regarding the organisation of the daily routines so that children may have further opportunities and time to pursue their learning and develop their independence skills
- develop the outdoor space further in order to support children's learning in a rich and challenging environment. Where possible link the indoor and outdoor environments so that children can move freely between them.

The leadership and management of the early years provision

The manager provides strong leadership and is well supported by the directors; this enables practitioners to work well together with a common sense of purpose to promote good quality care and education for all children. Robust recruitment and induction procedures and a clear commitment to ongoing training ensures that children are well cared for by caring and experienced practitioners. Secure systems are in place to monitor and evaluate the provision to identify priorities for improvement; regular meetings enable practitioners to reflect on the provision and this has a positive effect on the setting as a whole. For example, they have made good progress since the last inspection and this has secured positive outcomes for children.

The setting works well in partnership with parents and carers to ensure children's individual needs are fully met. Clear information is gathered from parents about their child before they start so that practitioners know children's individual interests and needs, and this means they settle readily and feel secure. Good written information and verbal feedback ensures parents are informed of their child's progress on a daily basis. Parents are encouraged to share what they know about their child and to be involved in their child's learning. For example, they receive information about activities they can do at home with their child and they are invited to share their cultural traditions in the setting.

Parents speak highly of the setting, and the practitioners who ensure their child receives a good quality early years experience. Practitioners have a positive attitude to liaising with other providers delivering the EYFS and have developed good links with them in order to further support children's learning. Clear and detailed policies and procedures underpin the good practice at the setting and these are implemented effectively by all practitioners and shared with parents. Practitioners demonstrate a good knowledge and understanding of safeguarding children and are proactive in helping children to understand how to keep themselves safe.

The quality and standards of the early years provision

Practitioners have a good knowledge and understanding of how children learn from first-hand experiences and they use questioning effectively to support and extend children's learning. Planning is based on children's interests and abilities, which ensures that every child is challenged and enjoys taking part. Practitioners record each child's achievements through a balance of photographs, examples of work and observations. This effective system of record keeping demonstrates that children are making good progress in their learning and development.

Children are relaxed and confident in the nurturing care of practitioners; they are developing good self-esteem because practitioners are attentive and value their contributions. Children's behaviour is good because practitioners set clear boundaries and have high expectations for all children in the setting. However, some group activities do not always meet the needs of every child as they have

fewer opportunities to continue to pursue their learning independently. Practitioners actively work with parents, carers and other agencies to support the needs of children with learning difficulties and/or disabilities to ensure that they are fully included in the life of the setting. Children learn about their own cultures and those of others; practitioners value children's home languages and work closely with parents to ensure cultural diversity is embraced and respected. Children take part in fundraising activities such as 'Children in Need' which helps them to learn about helping others.

Children's early writing skills are developing well as they are provided with lots of resources and activities to help develop their small muscle skills. For example, they use tongs to serve fruit onto their plates and they squeeze, pat and pinch playdough into 'sausages'. Children explore their creativity in a range of art and craft activities that stimulate their imagination; they become absorbed in making models from a range of materials which they freely produce and share with their parents at home time. Children use mathematical language in everyday conversations and in their play. They know that 'four comes after three', they demonstrate with their hands the difference between 'tiny' and 'big' and notice the shapes they make during a game with a ball of string. These simple activities lay the foundations to support the children's future economic well-being.

Children are learning about the importance of a varied and nutritious diet; they are provided with nutritious snacks and meals which include lots of fresh fruit and vegetables and these are prepared and cooked daily on the premises. Practitioners are aware of children's individual dietary requirements and any specific needs are well catered for. Children are cared for in a clean and healthy environment; good hygiene routines followed by the practitioners and children help to prevent cross-infection. Although the outdoor space is used well for physical activity during the day, it is not consistently used to effectively enrich children's learning in all areas. The environment is safe and supportive, where children learn to be safety conscious without being fearful. Thorough risk assessments are completed to ensure the environment remains safe for children.

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? | 2 |
| How well does the provision promote inclusive practice? | 2 |
| The capacity of the provision to maintain continuous improvement. | 2 |

Leadership and management

| | |
|---|---|
| How effectively is provision in the Early Years Foundation Stage led and managed? | 2 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 2 |
| How well does the setting work in partnership with parents and others? | 2 |
| How well are children safeguarded? | 2 |

Quality and standards

| | |
|---|---|
| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 2 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 2 |
| How well are children helped to make a positive contribution? | 2 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 2 |

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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