

Honeybear Nursery

Inspection report for early years provision

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15/12/2009

Inspector

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Setting address

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Honeybear Nursery was registered in 1990 to provide day care for 37 children. The nursery operates from a single storey building in Manchester, where one large hall is partitioned into separate areas, and an outdoor play area is available. The nursery serves the local community and surrounding areas. The nursery is open all year round, except for on Christmas and public holidays. It is open from 8am to 6pm. There are currently 47 children on roll and children attend for a variety of sessions. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are 10 members of staff, the majority of whom hold early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy, settled and eager to play. Staff have a good understanding of the Early Years Foundation Stage framework and create a colourful and welcoming environment for children. Good observation and assessment arrangements help children make steady progress. Children's safety and welfare are generally promoted well. All children are included and their individual needs met. All documentation is in place and the provision demonstrates strong capacity to continually improve the service provided.

What steps need to be taken to improve provision further?

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

- ensure all members of staff understand the safeguarding policy and procedure in order to fully protect children.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare are promoted well through daily and annual detailed written risk assessments of the premises and outings. Children are cared for in a safe and secure environment. The emergency escape plan is in place and practised regularly with children, contributing to their safety whilst on the premises. Space and resources are organised well to allow all children to move around freely and safely. All required documentation is in place to ensure the safe and efficient management of the provision; for example, daily registers are maintained, several members of staff hold valid first aid certificates and a policy for a missing child is in place. Children are generally protected through staff being vetted and qualified and having satisfactory understanding of child protection procedures, although some staff are unsure of how to fully implement the safeguarding policy. Staff are deployed well to respond to children's needs promptly and sensitively.

Management and staff demonstrate strong capacity to continually improve the service they provide, by evaluating practices as a team in order to identify areas for improvement, through devising action and development plans. For example, digital cameras have been purchased recently to challenge children in their learning, individual room risk assessments have been introduced and training has been accessed for the special educational needs coordinator. The manager motivates the staff team and maintains enthusiasm through holding regular staff meetings and appraisals to discuss personal development plans. She leads the staff team through acting as a positive role model and introducing new ideas to drive improvement. Feedback is sought from parents and staff through giving out feedback forms, and the availability of a suggestion box in the hall encourages comments from parents. Reasonable steps have been taken to complete actions from the last inspection; radiator covers are now fixed to the wall, daily registers show hours of attendance and opportunities for mark making are available in all areas of learning. These improvements enhance the care, safety and learning of children attending the setting. Furthermore, staff are well supported in attending ongoing training to increase their knowledge and skills, such as in Early Years Foundation Stage framework, food hygiene and behaviour management.

A 'parental involvement policy' is in place and states the setting 'believes an open access policy is the best way of encouraging participation with parents', as children benefit greatly from staff working closely with parents. For example, the introduction of weaning or potty training is discussed with parents and methods agreed, in order to provide consistency of care for children. Parents receive verbal and written information each day regarding how their child has been and what activities they have enjoyed. Parents are involved in children's learning through attending parents' evenings and coffee mornings, and their comments are highly valued through completing comments sheets regarding their child's progress. New parents receive a wealth of information including a comprehensive range of policies, menus and play plans. Relevant information regarding the uniqueness of each child is obtained from parents, such as consent for emergency medical treatment, dislikes, the child's first language, religion and ethnic origin. Children's individual needs are discussed with parents and recorded on personal record forms including health and dietary needs.

Children respect people's differences through staff talking to them about other countries and cultures and recognising different festivals in order to promote awareness and understanding. For example, children visit German markets and try different foods, make cards for Diwali, and eat prawn crackers and make dragons at Chinese New Year. Diversity is valued through children and staff frequently using signs to communicate, and all children are included through staff changing or adapting the way play is provided to suit all levels of ability. Strong emphasis is placed on using different methods of communication, such as staff learning key words of the child's home language in order to help them settle, and using visual aids and flash cards with children who have speech and language delay. Welcome posters and signs in other languages further promote diversity and in addition to resources being accessible, the building and learning environment is suitable for all as it has a ramp and double doors and is single-storey.

The provision has established strong links with local children's centres providing the Early Years Foundation Stage framework through arranging regular visits for children, in order to reinforce their learning through sharing themes and topics. Furthermore, transition reports are given to parents when children go to school in order to ensure progression and continuity of learning. Children benefit significantly from the setting working closely with other agencies, such as staff delivering individual education plans together with parents and speech therapists to help and support children's levels of achievement and progress.

The quality and standards of the early years provision and outcomes for children

Staff help children to learn by spending time with them asking them questions to make them think, such as 'can you find the number 10?' Staff have a good understanding of the Early Years Foundation Stage framework and provide a colourful and welcoming learning environment covering all areas of learning, such as construction, mark making, books and role-play. Children are grouped appropriately according to their ages and stages of development. Children respond well to simple instructions and often use simple statements, such as 'I want some cheese'. Babies communicate by babbling and squealing and making sounds with their voices. Lots of words and letters displayed help children understand that print carries meaning. Children show interest in objects and living things as they enjoy nature walks to search for conkers, find leaves and look at squirrels. Children know how to operate simple equipment, as they press the buttons and click the mice on toy laptops. Children persist for extended periods of time in activities of their choosing. They seek to do things for themselves as they ably wash and dry their hands.

Babies are soothed by warm responses from familiar adults as they enjoy hugs and cuddles. Children use number names spontaneously during play as they count the building bricks. They begin to recognise big and small as staff say 'you have the big one'. Children enjoy filling and emptying containers with sand and water and move in a range of ways as they eagerly run out to play. For example, they pedal bikes, kick balls and crawl through tunnels. Children engage well in activities requiring hand-eye coordination, such as threading, and join in favourite songs at circle time. Children use their imaginations in art as they create collages, paintings and drawings. They begin to make believe by pretending to have a picnic on the carpet with play food. Children freely explore the environment as they easily access play resources, and at times benefit from adult-led activities, such as stories and singing. Babies and young children develop their senses through exploring a good range of resources, such as shells, fir cones, tree bark, sensory bottles, mirrors and musical shakers. Good observation and assessment arrangements help children make steady progress towards the early learning goals, as the next steps in their individual learning are clearly identified and planned for.

Staff help children to learn to keep themselves safe through discussions about road safety and 'stranger danger'. Children show they feel safe as they move around freely and confidently. Strong emphasis is placed on an effective key person system to help new children settle, liaise with parents and ensure individual needs

are met, contributing greatly to children's care and well-being. Staff teach children about healthy lifestyles as they talk about healthy eating and say 'vegetables make you healthy'. Children benefit from fresh air and exercise every day, understanding the benefits as staff say 'fresh air is good'. An exclusion policy in place, and use of paper towels helps prevent the spread of infection; appropriate action is taken when children are ill. Children understand the importance of hand washing as staff explain that it is 'to get rid of germs'. Children enjoy healthy choices at snack times, such as fruit and vegetable sticks, and water is freely available, keeping their bodies healthy and hydrated.

Staff treat children with great kindness and consideration and, as a result, children are happy, settled and eager to play. Children enjoy themselves at the setting and join in activities well.

They enter the setting confidently and enjoy positive relationships with each other and staff. Through a good range of art and craft materials, children develop their imaginations and creativity, thus promoting their senses of achievement and enjoyment. For example, they make chalk pictures on black paper, sponge paintings and handprints. A good range of play resources helps children become aware of the wider world and value diversity, such as Chinese and Asian dishes, and books and jigsaws showing different cultures and disability. Children feel a sense of belonging as their photographs and art work are displayed around the rooms. Children are actively involved in making choices and decisions as staff ask them what they want to do and eat. Children are valued as they are gradually admitted to the setting through a series of visits with parents to help them become familiar with the key person and the surroundings at their own pace. Children's behaviour is managed positively through clear boundaries and explanations, contributing to their confidence and self-esteem. Children are prepared well for transition to other rooms within the setting through consultation with parents and visits with the key person. Overall, children are making steady progress in the early learning goals and developing skills for the future.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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