

Honey Bees Day Nursery

Inspection report for early years provision

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Inspector	Janette Elizabeth Owen

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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*.

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Description of the setting

Honey Bees Day Nursery is one of two nurseries managed by Opportunities for Adventure, Knowledge and Skills Ltd and holds charitable status. It was registered in 2009 and runs from a purpose-built building which operates independently but as part of the Sure Start Children's Centre, in the market town of Leominster in Herefordshire and is close to all local amenities. The building is fully accessible. The nursery serves the local and wider communities.

A maximum of 42 children may attend the setting at any one time and the nursery is registered on the Early Years Register. Children attend for a variety of sessions. There are currently 105 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language. The nursery opens five days a week for 51 weeks of the year. Opening times are from 8.30am to 5.30pm.

There are 17 members of staff who work with the children, 14 of these hold appropriate early years qualifications to at least National Vocational Qualification Level 2. One member of staff has holds Early Years Professional Status. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The nursery is generally well led and managed, the well-motivated and committed leadership has a clear vision for the nursery, successfully creating an inclusive and welcoming environment. The nursery works consistently well with parents, other settings and professionals to ensure that all children get the support they require. The daily organisation of the nursery is mostly successful in ensuring children's welfare and development are managed well. Systems to evaluate and improve the effectiveness of the nursery are sound, enabling the management to identify the strengths and weaknesses and to take steps to address concerns identified. This results in effective continuity of care and learning, enabling all children to make good developmental progress.

What steps need to be taken to improve provision further?

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

- improve procedures to ensure local child protection agencies are notified of any serious accident or injury to, or the death of, any child whilst in care and act on any advice given (Safeguarding and promoting children's welfare).
- 21/01/2010

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

- ensure that the risk assessment is rigorous and covers anything that a child may come into contact with
- develop further the use of ongoing observational assessment to inform planning for each child's continuing development through play-based activities.

The effectiveness of leadership and management of the early years provision

A lack of understanding of the legal requirements of the Early Years Foundation Stage framework has resulted in some procedures not being followed. The childminder has committed an offence by failing to notify Ofsted of a significant incident. This is a specific legal requirement in the Statutory Framework for the EYFS. Ofsted does not intend to prosecute on this occasion. The nursery has not followed procedures for reporting a serious accident to a child. Procedures for managing accidents are otherwise managed effectively. Ofsted does not intend to prosecute on this occasion.

There is a strong emphasis on safeguarding children's welfare, however, the specific legal requirement to inform child protection agencies of serious accidents or injuries to any child whilst in care have not been followed. This potentially compromises children's welfare. Designated staff are responsible for ensuring safeguarding procedures are followed. There are strong links with relevant agencies responsible for the protection of children, and staff are supported in understanding their roles and responsibilities. Clear vetting procedures ensure that all staff working with children are suitable to do so. The environment both indoors and outside are safe and secure and daily checks and risk assessments are carried out. Although staff take the necessary steps to minimise risks to children the information is not consistently recorded in risk assessments. The nursery is well organised and resourced with good quality toys and equipment that are appropriate to the age and stage of development of the children.

Relationships with parents and carers are strong, their input into their child's care and learning and the nursery as a whole are valued. Parents are provided with comprehensive information about all aspects of the nursery through written and verbal means. The role of the key person in ensuring information is shared effectively are clearly understood by staff who are friendly and approachable. Parents are kept informed of their child's achievements, progress and well-being through regular discussions and the sharing of children's learning journeys. The nursery works well with other agencies particularly those that are based in the children's centre. This enables the nursery to access professional expertise when the need arises. Staff make effective use of children's individual education plans and strategies identified to aid their progression using play based activities and situations. Good links have been made with other settings, including childminders, that children attend. This ensures the consistency of care and learning for children through information sharing.

The management team and staff demonstrate a high commitment to providing good quality care and education for all children. The staff work well together as a team and are supported by the experienced manager and management committee. The professional development of staff is encouraged and its impact on outcomes for children is monitored and assessed. Staff and parents are involved in the decision making process. For example, their ideas and suggestions to improving the outside play area have been sought. The management has carried out a self-evaluation in respect of the quality of the provision resulting in clear targets for further improvement.

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

Children make good progress towards the early learning goals because staff have a thorough understanding of the Early Years Foundation Stage are able to support children's development successfully. A good range of interesting and exciting activities are provided for all children and are clearly based around children's individual interests and style of learning. Staff use good teaching methods and positive strategies to engage children's interests and guide their learning resulting in children that are active learners and creative. Throughout the nursery staff plan a suitable range of activities and experiences while allowing children to develop their independence and ability to make choices and decisions for themselves. Regular observations are carried out which enable staff to assess the progress children are making and provide information for parents. Recent training has improved the process of planning and carrying out observations, however, the use of observational assessment does not yet fully inform the planning process.

Children thrive because their individual needs are understood and they receive a high level of support from staff. High regard is given to developing children's independence and social skills. Strategies such as giving children responsibility for routine tasks and positive reinforcement of good behaviour promote children's self-esteem and sense of belonging. Children develop self-care skills when developmentally ready. For example, children in the toddler and pre-school rooms understand the need to put on their warm clothing and boots when going outside to play in the snow. They are becoming aware of their bodies noting that if they don't wear gloves their hands will become cold. Children's understanding of healthy lifestyles and a balanced diet are taught through activities and daily routines. Information and displays about healthy eating provide good information and advice for parents and involve children in discussing the importance of a healthy diet.

Children develop skills for the future based on sound foundation learning. Their ability to communicate and use language is well supported. Opportunities for children to ask and respond to questions are incorporated into all aspects of children's play and learning. Children in the preschool room explore and talk about snow, bringing in snow from outside to watch it melt in the warm. They demonstrate their developing range of vocabulary as they use descriptive words to explain what they see and feel. The snowy activity was extended into story time

and provided opportunities for children to recall and discuss other activities they have been engaged in based on the weather. Younger children in the baby room explored the texture and feel of flour, used to represent snow. They began to develop mark-making skills using their hands or making marks with vehicles in the flour.

Children's creativity is valued, the lovely wall displays of children's work throughout the nursery help create a positive and welcoming learning environment. Good quality resources including table games, construction and small world toys enable children to develop their problem solving and reasoning skills and to use their understanding of number shapes and colours in practical activities and games. Music activities and songs and rhymes enable children to be creative, use language and be physically active. Activities are provided to enable children to learn about other cultures and beliefs and to develop a tolerance and understanding of similarities and differences. There is sufficient space indoors and outside for the children to move freely around and develop their mobility and coordination. All children have direct access to outdoor play and readily go outside for fresh air and exercise. Staff ensure children are able to play safely under supervision and talk to children about safety. For example, children learn about road and fire safety, practising the evacuation drill and setting up road safety activities outdoors.

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?	3
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?	3
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	3
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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