

Honey Pot Day Nursery (Garston)

Inspection report for early years provision

Unique reference number

EY392111

Inspection date

11/11/2009

Inspector

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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 Pot Day Nursery (Garston) was registered in 2009. It is one of two nurseries run by a private provider and is situated in the Garston area of Liverpool. Children use four nursery rooms for their care, learning and development. All children share access to a sensory room and central play area. There is a secure, fully enclosed outdoor play area. There is full disabled access and facilities. It primarily serves families living in and around the local community.

The setting is registered on the Early Years Register to care for a maximum of 46 children aged under five years at any one time. There are currently 52 children on roll. It is open Monday to Friday from 8am to 6pm and provides an all year round service with the exception of bank holidays. The setting provides funded early education for some three and four-year-olds.

The setting currently employs 12 staff to work with the children, all of whom hold childcare qualifications. One member of staff holds Early Years Practitioner Status. Three staff are currently working towards additional childcare qualifications including an Early Years Degree. Staff receive support from Sure Start Services of Liverpool Children's Services and an early years teacher advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The premises are well maintained, attractively presented and thoughtfully organised to promote children's safety and well-being. Children have secure and relaxed relationships with the staff so they feel safe and confident to ask questions and explore this stimulating and fun environment. Consequently, they are making good progress in all areas of their development. Self-evaluation is secure and focused on improvements for the future and the management demonstrate their commitment to improving the service to children by actively seeking staff training and other funding initiatives. Documentation is used to good effect for supporting communication and most meets regulatory requirements. Partnership working with parents is seen as a priority and systems for working in extended partnerships are in place. This sharing of information is used to effectively promote and plan inclusive care that meet the individual child's needs.

What steps need to be taken to improve provision further?

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

- ensure that records of children's attendance are accurately and consistently recorded (Documentation) 25/11/2009

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

- further develop the activities that help children to know about their own cultures and beliefs and those of other people
- revise the policy for safeguarding children and the system for recording any complaints received so that they reflect the current legislation.

The effectiveness of leadership and management of the early years provision

Children are safeguarded as staff are recruited through a secure selection and vetting procedure. Induction, team meetings and management updates mean staff are familiar with the policies and procedures including those for child protection. They are able to explain potential signs and indicators of possible abuse and who and how to report them in line with the requirements of the Local Safeguarding Children Board. However, the written safeguarding policy and some other documentation, such as the complaints log, contain information which is no longer relevant as it makes reference to legislation which has been replaced by the Early Years Foundation Stage(EYFS).

On a daily basis, regular visual checks and constant supervision by staff help keep children safe. These actions are complemented by training initiatives, such as those for the procedures to minimise the risk of Sudden Infant Death Syndrome. Staff confidently explain the actions to take to minimise the risk to resting infants and how to alert other staff should there be an emergency. Risk assessment has been conducted and actions undertaken following these assessments include adding additional coded key pads to improve the security of the premises. Fire and electrical equipment is serviced and drills are practised on a regular basis. However, their effectiveness may be compromised as some of the children's records of attendance during the inspection, were not accurately recorded. This is a breach of regulations and a requirement of the Statutory Framework for the Early Years Foundation Stage. On this occasion there was no impact on the safety and well-being of the children and Ofsted does not intend to take any action.

Equipment and resources are of a good quality and the nursery is well organised to promote the children's independence and develop their investigative nature. High adult to child ratios, well qualified staff, and the use of government training and funding initiatives, are eagerly being sought and used to improve the quality of care for the children. For example, staff are currently attending training on how to develop the outdoor learning environment. Children are benefiting greatly from the improvements already implemented, allowing them to explore water in different ways and on different scales. This type of improvement is typical of the management's self-evaluation systems and demonstrates the commitment to the ongoing improvement of the provision.

Excellent visual images through books, pictures, posters and other equipment, positively promotes diversity. However, the staff, although aware of children's differing nationalities, have not sought information about any traditional stories and customs that may differ from other children in the setting, and how they could be used to help all the children gain a greater understanding of their own cultures

and beliefs, and those of other people.

That said, partnerships with parents are very good. Detailed information about the setting is readily available and warm exchanges are shared on arrival and collection times. Daily communication diaries are completed and parents are actively encouraged to contribute and use them, in particular to provide staff with information about children's current interests at home. Information about what the children have been doing is conveyed through attractive pictorial displays and notices. Effective sharing of information means that the children's individual needs are very well attended to. The arrangements for working with other professionals and settings are in place, and plans to develop this further are included within the self-evaluation and staff training plans.

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

This is a lovely place for children to be; staff plan very well to ensure that children's learning experiences are maximised and that the five outcomes for children are woven through the daily routines and planned activities. Thus, children learn to keep themselves safe and healthy as they go about their daily routines. For instance, older children eagerly talk with visitors about germs, the importance of washing their hands and that they have to hold the handrail as they climb the steps from the garden. They are learning about the importance of eating a healthy diet and the need to dress in suitable clothing to keep themselves warm and dry.

There is a strong sense of community and children demonstrate a keen understanding of helping others. They offer to help their friends carry the alphabet cards and independently say please and thank you when playing with each other. They follow the staffs good role models and learn not to talk over each other during a listening game. Their citizenship is being fostered as they talk about the significance of wearing a poppy and why they are going to make cakes for 'Children in Need'.

Planning is very good and underpinned by staff observations and children's interests. Resources are organised to meet their developing needs. Consequently, the children are happy and confident to investigate and explore what they encounter. For example, babies crawl into the mini ball pool, then seek and empty small toys of different shapes and textures from a box on the floor. They then crawl to the mirror to look at themselves and the toys hanging from the handrail. Toddlers play in the sand on the floor and older children enjoy washing the toys with cloths in the water. Outdoors, they ride the bikes, run freely, and use the hose in the water play. They are quick to make suggestions about how they can turn the large silk parachute into a tent. Staff actively encourage and build upon these unplanned learning experiences by asking the children questions to make and share what they think. They introduce problem solving by encouraging the children to predict how high they think they will need to tie the string or if it will reach the fence.

Adult-led group activities allow the children to play listening games or make up

stories, such as those about Santa falling off his sleigh. They freely mark-make, use the digital camera and printer, and show a keen interest in letters and counting. They demonstrate an understanding of mathematical language as they talk about the middle flower on the display. This interest in early communication, imaginative play and how technology works, are some of the early building blocks to help promote the children's future learning.

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	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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