

The Honeytree Day Nursery

Inspection report for early years provision

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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*.

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

The Honeytree Day Nursery is one of four nurseries run by The Honeytree Day Nursery Limited. It opened in 2006 and operates from purpose-built premises within the grounds of Weston General Hospital, Uphill, Weston-super-Mare. All children share access to a secure enclosed outdoor play area. The nursery serves the staff of the hospital and the local community.

The nursery opens from 7am to 7pm from Monday to Friday all year round. It is registered on the Early Years Register and both parts of the Childcare Register for a maximum of 58 children under eight. There are currently 53 children on roll in the early years age range. The nursery supports children with special educational needs and for whom English is an additional language.

The owner employs eight staff members who work directly with the children; of these, all hold appropriate early years level 2 qualifications or above. The deputy, who is currently on maternity leave, has achieved Early Years Professional Status. The setting also employs a cook with appropriate food hygiene qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Management and practitioners form a strong partnership. Plans for the future are well-targeted and all have a clear sense of direction. Overall, systems to identify areas of improvement and effective evaluation of actions taken improve outcomes for the children. Children are actively involved in their learning and development and make good progress in relation to their starting points, although these are not consistently documented. Engagement with parents, other early years providers and professionals are effective in ensuring continuity in children's care, learning and development. Children's welfare is promoted effectively by enthusiastic staff who acknowledge and respect children's individuality.

What steps need to be taken to improve provision further?

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

- develop assessment arrangements to consistently include children's starting points and capabilities; ensure that observations are linked with children's stage of development in order to consistently identify next steps in learning
- develop further systems to analyse and evaluate improvements made to the setting.

The effectiveness of leadership and management of the early years provision

The nursery has established effective systems to ensure recruitment of suitably qualified and vetted adults. Comprehensive induction, mentoring and supervisions ensure training needs are met and that practitioners' knowledge and understanding of the Early Years Foundation Stage is maintained. For example, practitioners have clear roles and responsibilities and initiate activities to embed good practice, such as Beat Baby week to promote communication, language and literacy throughout the early years age range. All staff have appropriate knowledge of child protection issues to ensure that children are safeguarded. Policies are comprehensive and ensure that all staff are clear on procedures to initiate should an incident occur. Children are cared for in a safe and secure environment where they are able to move freely and independently. For instance, coded entry to the nursery and high release buttons to the main doors ensure children are unable to leave the premises unattended. Visitors report to the office, their identification verified and their presence within the nursery recorded. Comprehensive risk assessments ensure that all areas used by the children are safe. Accident records are monitored effectively to ensure that persistent hazards are removed to ensure children's ongoing well-being.

All management and practitioners are committed to improving outcomes for the children. All play a key role in developing the nursery and have high expectations. For example, staff and children have been fully involved in developing plans to improve the outdoor environment. Children have added their thoughts on what they would like to see in the play space, such as a garden plot where they can grow carrots. An annual self-evaluation form has been completed where some areas for improvement have been developed, such as providing parents with a confidential area. However, these have not been fully analysed and evaluated to reflect the impact they have on children. Positive steps have been taken since the last inspection, for instance, the sensory room has been appropriately resourced so that a welcoming area has been provided where children are able to use their imagination to explore a range of materials and objects.

Children are cared for in a well thought out physical environment where staff deploy themselves effectively to meet children's individual needs. For example, the baby rooms are all warm and welcoming with furniture strategically placed to allow children to 'cruise' as their mobility develops. Children have independent access to an abundant range of toys and resources which meet their age and stage of development. Positive and caring relationships are established with the children. Each child is respected for their individuality and positive steps are taken to ensure all children are fully included in activities. Festivals, such as Chinese New Year, are introduced to the children to develop their understanding of other cultures.

The nursery works effectively with parents and carers providing them with a wealth of information about the early years provision, their children's daily routines and achievements to ensure continuity in children's welfare. Regular parents' evenings ensure good communication between both parties and communication with other early years providers is being developed through the use of a profile

book. There are good links with professionals and other agencies, such as Springboard, to ensure children with special educational needs are fully supported.

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

Children are active learners. They are able to make decisions about their play and staff strive to encourage their independence. For example, older children are encouraged to become aware of their own personal needs, such as visiting the toilet facilities independently, and serve themselves at snack-time from a range of healthy and nutritious snacks, whilst younger children develop a good sense of belonging as they sing the 'hello song' and make decisions about which songs they would like to sing, such as, 'Bubble'. All children thoroughly enjoy their outdoor experiences, for instance, older children thrive as they confidently explore the outdoor environment chasing large snow flakes, whilst younger children enjoy a walk to the local park where they are able to be physically active in a secure environment. Robust systems are in place to ensure children's safety when on outings which include risk assessments, appropriate consent from parents and a list of what clothing the children are wearing. Children become aware of their own safety for instance, each year they participate in the 'Beep Beep' day which promotes road safety. On the whole, appropriate hygiene arrangements have been established throughout the nursery and children's health and well-being are promoted well through the development of robust systems to record accidents and administered medication. All staff have appropriate first aid qualifications which ensures incidents are dealt with promptly and efficiently.

The physical environment has been developed well to provide children with a range of experiences, for instance, younger children thoroughly enjoy exploring the sensory room where they access a range of shapes and colours on the lightbox. Older children enjoy tactile activities, such as, exploring noodles and pasta, which help them to explore using their senses. Children are challenged appropriately by enthusiastic staff. For instance, one child is encouraged to measure the length of the noodles whilst another is encouraged to recognise the initial letter of her name. Children are able to use tools for a purpose, such as chopsticks to manoeuvre the noodles. Children's imagination is enhanced as practitioners engage with children to promote good communication skills whilst they construct a house from the noodles and improvise with other props to make windows and doors. Good provision is made to ensure that all children are included in this activity as staff pay attention to children's special dietary and cultural requirements so that they are all able to sample the food. Children are encouraged to problem solve. For example, a practitioner supports a child to discover how to successfully retrieve a plastic toy from a bottle.

Practitioners are developing their planning systems to ensure that children's interests are acknowledged. They plan a focused activity for each age group on a daily basis which has specific learning intentions in order to challenge children's development. There is a good balance between adult-led and child-initiated play. Assessment systems are being developed. At present, a consistent system has not been implemented to record children's starting points and capabilities to

acknowledge how children are progressing. Practitioners use annotated photographs and relevant observations to record children's progress; these are linked to the areas of learning but not to children's age and stage of development to clearly identify next steps in children's learning. Learning journeys and target observations have recently been initiated to ensure children's progression is monitored. For example, one learning journey shows excellent observation and understanding of the child and how to challenge his development. The practitioner worked closely with parents to ensure full involvement, such as discussing how the child is interested in the clock in the bathroom and its numerals.

Positive and caring relationships have been established with all children through the use of the key person system. In particular, younger children receive individual attention, for instance, when being fed their bottle, having their nappies changed or to support their independence at mealtimes. Children's behaviour is very good. They are aware of routines, expectations and boundaries through repetitive reminders of the 'golden rules'. Meals are a social occasion and good communication is being developed through attentive staff and the provision of appropriate furniture and equipment. The nursery provides a detailed menu to the parents which incorporates a vegetarian option and high regard for the children's special dietary and cultural requirements.

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	2
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

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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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