

# Honey Pot Day Nursery (The)

Inspection report for early years provision

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**Unique reference number** 206264  
**Inspection date** 09/06/2010  
**Inspector** Justine Ellaway

**Setting address** Hill Top, Breadsall, Derby, Derbyshire, DE21 4TJ

**Telephone number** 01332 830473

**Email**

**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 Honey Pot Day Nursery is privately owned. It opened in 1999 and is situated in Breadsall on the outskirts of Derby City centre. The nursery is open each weekday from 8.00am until 6.00pm all year round with the exception of Bank Holidays and the week between Christmas and New Year. Access to the Nursery is gained at ground level. The nursery also has an after school and holiday club catering for children aged four to twelve years. There are two outdoor areas which consist of two acres of grounds including play areas; nature trails; orchard; vegetable garden and woodlands and a separate enclosed play area.

The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. A maximum of 74 children may attend the nursery at any one time. There are currently 75 children on roll, 58 of whom are within the early years age range. The nursery currently supports children with special educational needs and/or disabilities.

There are 13 members of staff consisting of two ancillary staff and 11 childcare staff, 9 of whom hold appropriate early years qualifications to a least NVQ level 2 up to NVQ Level 5. The setting provides funded early education for three and four year olds.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff are effective in supporting children's learning and development and as a result they make good progress towards the early learning goals. The individual needs of children are met. Children's welfare is effectively promoted and the vast majority of systems are fully established. The setting demonstrates the capacity to improve and has suitable systems in place to evaluate the provision and identify areas for improvement. Effective partnerships with parents have been developed. The setting has not yet fully developed a system to share information with other settings that children attend to promote consistency of support.

## What steps need to be taken to improve provision further?

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

- develop further systems of making decisions on the ongoing suitability of staff
- develop effective communication methods between settings to ensure that children's needs are met and there is continuity in their learning
- analyse observations and highlight children's achievements or their need for further support to ensure their progress towards the early learning goals.

## **The effectiveness of leadership and management of the early years provision**

The designated person for child protection has a sound understanding of her role and responsibilities to ensure children are safeguarded. Risk assessments include information that is relevant to the setting and those conducted for each outing are specific to the venue. Children's safety is well promoted at arrival and collection time. Careful monitoring of the door and restricted access to different parts of the nursery, ensures that children cannot leave unsupervised or unknown adults enter the building. CCTV is installed throughout the nursery both inside and outside. Systems to establish the suitability of adults at the time of appointment have recently been improved and are robust. Systems that check the ongoing suitability of staff are in place although they are not as fully developed.

Staff continually evaluate activities to identify whether they were effective and if each child's learning is fully promoted. The setting has undertaken useful evaluations to identify any changes needed to meet the needs of the children who attend. In addition parents have been asked for their feedback and there is a suggestions box in the foyer for them to use. Changes are made when identified, for example, expanding the opportunities for children to engage in mark-making, after staff attended training in this area. The owner and management team are keen to continue to move things forward and have identified relevant areas for improvement. Therefore, the setting demonstrates a sound capacity to improve.

Staff are clear on their role and responsibilities, which benefits the children who attend. For example, one member of staff undertakes nappy changing quickly and efficiently whilst other staff play with the children. Children have access to a suitable range of toys and resources throughout the nursery. They choose which toys they want out during free play and move around their room deciding what they want to do. The setting has a suitable range of resources that help children to develop their understanding of others and is in the process of expanding these to further develop children's awareness.

The setting has developed good relationships with parents to ensure that each child is included. Parents speak highly of the care provided. They feel comfortable and confident in talking to staff and say that they receive useful feedback about what their child has been doing. The reception area is welcoming to parents as useful information is attractively displayed and a member of staff is there to greet them when they arrive. Very useful information is provided in the regular newsletters that describes in detail what activities each room will be doing and what children will learn. Parents have opportunities to see their child's development file and attend a regular meeting about their child's development. The setting works well with the local authority and seeks support and advice when needed, for example, guidance on how to support children with special educational needs and/or disabilities. The setting is aware that some children attend other settings, and has begun to develop a system where information is shared about children's learning and development to support their progress.

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

Staff in each room have developed a warm and friendly relationship with the children they care for. Interaction is effective and as a result children's learning and development is promoted and children make good progress towards the early learning goals. Key workers are knowledgeable about their children and where they are targeting support. Planning provides a balance of adult-led and free choice play as well as daily physical play, either indoors or outdoors. Assessment records contain relevant observations of what children can do. This information is then used to ensure appropriate activities are planned to support each child. The setting has not developed a system that enables staff to easily and quickly identify any gaps in children's learning in each aspect of the areas of learning.

Children of all ages are encouraged to move around the room and choose what they want to play with. Babies and toddlers crawl or reach for toys and spend time exploring them. A child bangs blocks together to make a repeated noise and then attempts to repeat this on another toy. Older children display high levels of independence as they play in small groups and make up their own games. Some children spend long periods of time engrossed in their game. They work co-operatively alongside others, sharing the toys and resources. Staff manage behaviour well and if there is a disagreement this is quickly and calmly resolved. Children are supported to learn about right and wrong and are encouraged to behave well through praise.

Children enjoy looking at books and listening to stories read by staff. Children in the baby room are learning how to hold books and are beginning to try to open them by themselves. Staff constantly chat to children during play and promote their communication skills. Younger children babble or attempt to repeat words or sounds. Older children very ably recall a story or explain what they are doing. Children enjoy singing and suggest favourite songs they want to sing, they join in enthusiastically and clap themselves when they have finished. Regular creative activities means that children have opportunities to explore different textures such as hand painting or playing with dried pasta. Children develop their problem-solving skills as they complete jigsaws. They are encouraged to count and older children are challenged to extend their skills as more bricks are added to the tower.

Children are encouraged to learn about being healthy as they enjoy healthy snacks and meals. Younger children are supported to wash their hands so that they understand they should do this before eating. Children of all ages make good attempts to use cutlery to eat their lunch. The large garden provides opportunities for children to engage in planting and growing activities, as well as exploring nature and large physical play.

Children develop an awareness of safety, both their own and others. They listen to stories, are taught to use equipment correctly and learn about road safety. They demonstrate they are comfortable and confident with staff. They are careful when moving around a room to negotiate around the toys, furniture and other 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*

### The overall effectiveness of the early years provision

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

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met