



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 131831

DfES Number: 532959

INSPECTION DETAILS

Inspection Date 23/08/2004
Inspector Name Judith Pitter

SETTING DETAILS

Day Care Type Full Day Care
Setting Name Honey Bees Staff Day Nursery
Setting Address Kingston Hospital, Galsworthy Road
Kingston upon Thames
Surrey
KT2 7QB

REGISTERED PROVIDER DETAILS

Name Kingston Hospital NHS Trust

ORGANISATION DETAILS

Name Kingston Hospital NHS Trust
Address Kingston Hospital, Galsworthy Road
Kingston upon Thames
Surrey
KT2 7QB

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Honey Bees Day Nursery was registered to provide care in 1992. The nursery operates from two rooms in a Portakabin, within the grounds of Kingston hospital and mainly serves the staff working within the hospital. It is located close to the town centre, on a busy bus route. The group opens five days a week all year round. Sessions are from 07:00 until 17:30.

It is registered for nine children between the ages of one to two years and up to 15 children aged over three years. There are currently 33 children from one to five years on roll who attend on various days. This includes five funded three year olds and 12 funded 4-year-olds. Children attend for a variety of sessions. Currently there are no children with special educational needs and one child speaks English as an additional language.

Eight full-time staff work with the children. All staff have early years qualifications to NVQ level 2 or 3. The setting receives support from a mentor from the Early years development and Childcare Partnership.

How good is the Day Care?

Honey Bees Day Nursery provides good care for children.

The nursery is efficiently organised and staff work together as a team to meet children's needs effectively and provide a challenging and stimulating environment. The staff show a commitment to develop their practices by attending regular supervision to discuss work practices. Good deployment of staff ensures that appropriate ratios and positive interactions with children are maintained. A key worker system is used. Staff sit with children at activities and are interested in what children say. There is a good selection of play equipment, books, imaginative play and natural materials, located in low level cupboards and shelves. Planned themes extend the children's learning and keep the children involved and interested in their play. However, children were not significantly encouraged to self select toys in Tigger room, to promote independence and there is a limited amount of resources

that promote learning about equality.

Staff identify most potential health and safety issues and have procedures in place to minimise risks. Regular fire drills are carried out. Meal times are organised so that staff eat with the children and create opportunities to encourage social and language skills. Although, there is a lack of opportunity for children to be independent and help themselves.

The nursery has a comprehensive operational plan, which includes a copy of the complaints procedure. Arrangements for record keeping are good and times of children's personal details are up to date. Children's records include, a scrapbook with good photographic evidence of their progress which is shared with parents. Staff are consistent in their approach to behaviour management. Children are praised, encouraged and behave well. Good partnership with parents is encouraged through regular feed back from staff, regarding children's individual needs. A very positive response was received from most parental questionnaires.

What has improved since the last inspection?

All actions from the last inspection have been met including compliance with all conditions of registration, documentation including, written consent from parents for outings, to administer medication to their child and to seek emergency medical advice. An emergency evacuation procedure is in place and regular fire drills are carried out and recorded. A child protection statement and procedures are in place and there are members of staff within the setting that have responsibility for behaviour management and child protection. The complaints procedure includes the name, address and telephone number of the regulator (OFSTED) and there is a record of visitors kept.

What is being done well?

- Staff are well deployed thus ensuring that children are well supervised.
- The key worker system allows staff to have a good understanding of their key children's development and individual needs.
- The activities are well planned which extend the children's learning and keep the children involved and interested in their play.
- The staff use consistent, age appropriate behaviour management procedures which encourages children to behave well.
- There are effective procedures in place to record children's progress, which are shared with parents. Staff work closely with parents to ensure children's needs are known and take effective action to create an inclusive environment where all children are valued and their needs met.

What needs to be improved?

- the range of activities and resources that promote children learning about equality and diversity.
- the hazards in Tigger and Piglet's bathroom.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
5	Improve the range of activities and resources that promote children learning about equality and diversity.
6	Make safe or inaccessible to the children, hazards in the bathroom relating to the hot water tap, storage of medication and plastic bags.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Honey Bees Day Nursery offers good quality nursery education overall. Children make very good progress towards the early learning goals in maths and physical development and generally good progress in other areas.

Teaching is generally good. Staff know children well and have good relationships with them. They plan a range of activities for the children, but not all staff are secure in their knowledge of the early learning goals and planning is limited, although children's progress is regularly assessed, plans do not include the next step in learning.

Children receive good support to develop communication, language and literacy. Staff initiate conversations and encourage children to talk about experiences. Staff give good guidance to children at focused activities. They question children and encourage them to think. Opportunities to explore creative media independently, IT, and multi-cultural resources is limited. Activities for physical play is good children use small and large equipment with confidence.

The playroom is organised into areas of learning to support children in their play. Resources are easily accessible to children, but children have too few opportunities to self select and make independent choices. Activities challenge more able children however number lines would benefit younger children.

Leadership and Management are generally good. The staff team work well to create a welcoming environment. Regular staff meetings ensure that information is shared and discussed. The manager monitors practice and guides staff, but is less secure in monitoring the nursery education provision. She is committed to developing standards and is active in accessing relevant support and training.

Partnership with parents is good. Parents receive information about the nursery provision, which includes information on the early learning goals. Staff are accessible to parents to discuss children's progress and formal meetings take place throughout the year.

What is being done well?

- Staff develop good relationships with children, which fosters children's positive behaviour and learning. They provide good role models for children through their interaction. Staff show respect for good behaviour, offering praise and guidance to children. Children relate well together and are happy to take turns and share.
- Staff ask questions that encourage children to think, talk and extend their knowledge. Children clearly enjoyed and benefited from the conversation with

staff about local visits to the pet shop, the importance of caring for animals and the gold fish the children had recently bought.

- Parents are provided with good information from the nursery, including policies and procedures and written information about forthcoming events, planned themes and activities. Parents are also invited to contribute their time and resources towards planned activities and regular outings.

What needs to be improved?

- staff knowledge of the early learning goals and planning for the next step in children's learning
- opportunities for children to self select resources, be more independent in choosing creative media and promote the identification of numbers for the three year olds.
- resources that promotes learning about cultures and equality issues and programmable resources and toys.

What has improved since the last inspection?

N/A

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are confident in expressing ideas and share home life experience and significant events. They form good relationships with staff and each other and are happy to share and take turns. Behaviour is good and children show care and concern for their self and are polite and considerate to others. Children learn about a range of cultures and beliefs. However opportunities for children to self select resources and play materials is limited.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Children are confident speakers they express ideas and share views. They ask relevant questions. They listen attentively to stories and staff encourage children to use books to locate information, for example when discussing the gold fish. Good use is made of labels to enable children to understand that text carries meaning and opportunities are provided in role play for children to scribe. More able children enjoy sounding out letters in their name and writing and reading familiar words.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children are confident counters and are able to say and recognise numbers 1 to 10 and beyond. Younger children hold up fingers when counting and enjoy singing number rhymes. Younger children would benefit from a number line to support their identification of numbers. More able children can select the correct number of objects to match a number, colours and shapes. They also discuss spots stripes and patterns on the skin of wild animals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children explore and investigate through themed activities. Long discussion take place on what is needed to care for the gold fish. They are able to construct from a range of recycled resources. They frequently talk about past events and enjoy discussing the visit to the pet shop to buy the gold fish. Although festivals are celebrated resources that reflect diversity are limited. Children are confident in the use of the computer but other IT resources are limited.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children are set a range of challenges to promote their physical development. They enjoy the use of the climbing frame, wheeled resources and ball games, moving around the garden with confidence. They are aware of the importance of staying healthy and apply sun cream before going in the garden and washing their hands to kill off germs. Fine motor skills are encouraged when children play with equipment in sand and water play and use pens and pencils to draw and write.

CREATIVE DEVELOPMENT

Judgement:	Generally Good
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Role play is well planned. Children enjoy participating in the pet shop, they take turns in being the shop assistant and discuss how to care for sick animals. A good selection of focused craft activities are available allowing children to communicate their thoughts and ideas through planned topics. However children have limited independent choice in expressing their own ideas in creative media. They enjoy singing songs and rhymes and use musical instruments to explore sound and rhythm.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop staff knowledge of the early learning goals and ensure that the next step in children's learning is included in planning.
- opportunities for children to self select resources on low-level shelving, be more independent in choosing creative media and promote the identification of numbers for the three year olds.
- resources that promotes learning about cultures and equality to support the celebrations of festivals and access to a selection of programmable toys to promote children's understanding of everyday technology.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.