



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106983

DfES Number: 523174

INSPECTION DETAILS

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| Inspection Date | 20/10/2003 |
| Inspector Name | Deborah Jane Starr |

SETTING DETAILS

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| Day Care Type | Full Day Care |
| Setting Name | Honey Tree Day Nursery |
| Setting Address | Filton Road Horfield Bristol Avon BS7 0XZ |

REGISTERED PROVIDER DETAILS

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|------|------------------|
| Name | Mr Philip Weston |
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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

The Honey Tree Day Nursery was registered under the current owner in January 1993. The nursery is situated within the grounds of Monks Park School in Filton. The nursery operates from a single storey premises with enclosed play areas at the front and side of the building.

The nursery offers designated areas of play and care, comprising of the Baby Unit for children up to 2 years, this consists of the Tiny Tots Room and the Pooh Corner Room primarily for children aged 1 - 2 years; each room has its own sleep room. The main nursery consists of the Sunshine Room for children aged 2 - 3 years and the Busy Bees Room for children aged 3 - 5 years. Children have access to designated areas within the garden adjacent to the premises.

The nursery offers care to a maximum of 60 children aged between 6 weeks - 5 years; Monday to Friday between 08.00 - 18.00 for 52 weeks of the year. Children attend from a wide geographical area. There are currently 12 3-year-olds who are in receipt of funding. The nursery provides care to children for whom English is an additional language and to children with special needs.

There are 17 members of staff, 16 of whom work directly with the children; the manager is supernumerary. 12 members of staff hold NVQ level 3 qualifications and 2 members of staff hold NVQ level 2.

The nursery follows the Active Learning Approach and has links with Filton Avenue Primary School. Close links are also established with local schools and pre-school group providers through the Special Educational Needs Support Group.

How good is the Day Care?

Honey Tree Day Nursery provides good care for children. The management team and staff are committed to their on-going development through training. Staff have a good knowledge of policies and procedures and their practice effectively reflects the operational plan. Staff work closely as a team. Staff are committed to creating and

maintaining a safe environment through frequent reviews of health and safety practice. The nursery is well organised and maintained to a high standard, clear thought is given to creating a stimulating environment internally however further consideration should be given to the outside area. Staff have a clear and consistent approach to behaviour management to which children respond well.

The provision for babies and under 2's is good. Children are welcomed warmly into a bright and stimulating environment. The staff have a flexible approach giving close attention to the individual needs of babies for eating, sleeping and nappy changing. Staff plan an interesting range of activities on a daily basis in which all children can participate. Clear information is exchanged daily with parents and carers through verbal and written feedback.

Staff have a good understanding of how children learn. They plan a broad range of stimulating activities for all children which help them progress and in which they are interested and enjoy. Staff plan good opportunities for children to become aware of different festivals and cultures; however resources which promote positive images of disability are limited.

Staff work closely with parents to ensure that children settle into the nursery and progress in their development. Parents are welcomed into the nursery and staff make themselves readily available. Parents are invited to regular information sessions to discuss their child's progress and receive frequent written information about events in the nursery. All records are clear, accurate, comprehensive and maintained confidentially.

What has improved since the last inspection?

No actions were identified at the last inspection

What is being done well?

- The management and staff team have a strong commitment to developing their skills through on-going training.
- Staff plan a broad range of stimulating activities for all children which help them progress and in which they are interested and enjoy.
- Staff plan many opportunities for children to learn about different cultures and festivals.
- Staff create a safe environment for children which is maintained to a high standard, well organised and used creatively to stimulate children's interest.
- Staff work closely with parents and provide them with clear information about their child's progress and events within the nursery

What needs to be improved?

- the outside play area;

- resources which reflect positive images of disability.

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 |
|-----|---|
| 4 | consider ways in which the garden can be used to provide a more stimulating environment |
| 9 | extend resources which reflect positive images of disability |

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

How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

The teaching of children is generally good. Staff plan a broad range of activities which interest children and help them progress. They use good questioning techniques to help children develop their thoughts and ideas. Opportunities for children to recognise familiar words, practice writing for a variety of purposes and use comparison in everyday activities could be increased. Evaluations of children's progress are not linked to the stepping stones therefore planning does not reflect the next stage in learning for children. Planning needs to be extended to include the use of books for reference and the introduction of a wider vocabulary for more able children. Children's behaviour is very good

The management and leadership of the nursery is very good. There is a dedicated management team who are committed to the development of their own and their staffs skills through on-going training. The nursery strives for improvement through the on-going assessment of its services.

The partnership with parents is very good. Parents are given good quality information about all aspects the nursery. They are well informed about their children's progress through regular meetings with staff and are actively involved in their children's learning.

What is being done well?

- Children are making very good progress in their personal, social and emotional development, physical and creative development. They are confident, relate well to each other and staff, enthusiastically take part in planned activities and express their ideas through creative and imaginative play.
- Staff plan good opportunities for children to learn about the wider world and explore sound and music.
- The play areas are well planned and organised by staff to support children's learning.
- The management and staff team are motivated and committed to their development of skills through on-going training.
- Staff provide parents with good quality information about all aspects of the nursery.

What needs to be improved?

- opportunities for children to recognise familiar words, practice writing for a variety of purposes and use comparison in everyday activities
- extension of activities for more able children to use books for reference and to be introduced to a wider vocabulary
- the process of evaluation of children's progress so that planning reflects the next stage in learning for children.

What has improved since the last inspection?

The nursery has made good progress since the last inspection. Staff have acted upon the point for consideration that was identified. To continue to develop plans so that they show clear evidence of how activities link with the desirable learning outcomes for all six areas of learning. This issue is now addressed and reviewed regularly.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are making very good progress in their personal, social and emotional development. They are able to sit and listen well, make choices and eagerly participate in group activities. Children are aware of others, they work co-operatively together, take turns and respond well to staff expectations. They are learning independence in their self care, using toilet facilities appropriately and dressing themselves. Children have good opportunities to become aware of the wider community.

COMMUNICATION, LANGUAGE AND LITERACY

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| Judgement: | Generally Good |
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Children are making generally good progress in communication language and literacy. They listen well at story time, sing songs enthusiastically and recall past event confidently. Children understand that print has meaning and are learning to link sounds with letters. Opportunities for children to recognise familiar words and to practice writing skills for a variety of purposes are limited, as are opportunities for more able children to extend their vocabulary and use books for reference.

MATHEMATICAL DEVELOPMENT

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| Judgement: | Generally Good |
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Children are making generally good progress in mathematics. Children can count reliably on their own up to the number 5. Staff plan interesting activities for children to develop an understanding of comparison such as big/small, more/less than; however opportunities for comparison of number in everyday activities are missed. Children's recognition of shapes is developing well, they can identify shapes in a variety of everyday objects and are able to create and copy simple patterns and sequences.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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|------------|----------------|
| Judgement: | Generally Good |
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Children are making generally good progress in knowledge and understanding of the world. They learn about change and growth through planned topics; growing seeds, cookery activities and observing living things. Children learn to use technology in everyday activities. Children are developing a good sense of time and talk confidently about events in their lives. Topic work increases children's awareness of other cultures but there are limited opportunities which look at the local community.

PHYSICAL DEVELOPMENT

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| Judgement: | Very Good |
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Children are making very good progress in their physical development. They move confidently around obstacles, other children and to music. Children are developing an awareness of their own self care, washing hands and understanding why and responding to bodily changes of hot, cold and thirst. Children are developing a range of skills to enable them to use tools effectively.

CREATIVE DEVELOPMENT

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| Judgement: | Very Good |
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Children are making very good progress on creative development. They have good opportunities to use a wide range of materials to explore colour, texture and shape. Children are introduced to a wide variety of activities which explore sounds and music through singing songs, pre-recorded tapes and musical instruments. Children are learning to use their senses to explore the world through well planned activities on taste, touch and hearing.

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

- increase opportunities for children to recognise familiar words, practice writing skills for a variety of purposes and use comparison in everyday activities;
- extend opportunities for more able children to use books for reference and widen their vocabulary;
- undertake regular evaluations of children progress so that planning can be developed which reflects the next stage in learning for children.

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.