



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 253405

DfES Number:

INSPECTION DETAILS

Inspection Date 25/06/2003
Inspector Name Alison Edwards

SETTING DETAILS

Setting Name Quinton Nurseries Ltd t/a The Honey Bee Day Nursery
Setting Address 20 Gotham Road
Loughborough
Leicestershire
LE12 6JG

REGISTERED PROVIDER DETAILS

Name Miss Zoe Claire Quinton

ORGANISATION DETAILS

Name
Address

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 Bee Day Nursery has been registered since October 2000. It is privately run and is registered to offer full day care to 75 children aged from nought to eight years. It offers funded nursery education for three and four year olds. There are currently 123 children on roll, of whom eight are funded three year olds and three are funded four year olds. The nursery makes provision for children with special needs or with English as an additional language. The nursery operates from a purpose-designed air-conditioned building in the centre of East Leake. There are three ground-floor areas used for children under three with a first-floor area used for older children. A small enclosed grassed and paved area is available for outdoor play. The nursery opens from 7.30 a.m. to 6.00p.m. from Monday to Friday throughout the year. Children under school age attend for a variety of half or full day sessions and there are a small number of after school sessions for school-aged children attending local primary schools. There are 24 childcare staff including the proprietor. Of these, one is a qualified teacher, 10 hold early years qualifications at Level 3 or above and two hold Level 2 qualifications. Most staff hold current first aid qualifications. The nursery has received an Investors in People award and is currently working towards National Day Nurseries Association accreditation.

How good is the Day Care?

The Honey Bee Nursery provides good quality care to children in well-kept purpose-built premises which provide for a varied range of indoor and outdoor activities. Comprehensive and detailed policies, procedures and records are used effectively, resulting in a generally very well-managed setting, although some aspects of the organisation of children's grouping and sleep arrangements need review. Health and safety issues generally receive high priority, with particularly careful attention paid to premises security, although appropriate child restraints are not currently used when children are carried by car. Children's records include detailed information relating to individual care and dietary needs, although medication records lack some necessary detail. The provision of varied and nutritious snacks and main meals effectively supports healthy eating. Children are generally relaxed and confident in their dealings with staff and each other, and show

interest in the variety of appropriate activities provided, helped by a calm and friendly atmosphere and a positive approach to behaviour management. Attractive displays, and use of relevant resources and activities help children learn about diversity by providing positive images of different cultures and lifestyles. The nursery provides a welcoming environment for parents and carers with effective use of displays, booklets and newsletters to give information about the provision and good opportunities for parents to contribute their views and suggestions.

What has improved since the last inspection?

Following the last inspection the nursery has addressed issues relating to recording of incidents relating to behaviour management and to detailed recording of accidents.

What is being done well?

Clear organisational structures and procedures are in place, including effective use of policies and required records, to underpin the management of the setting and to help staff have a clear understanding of their roles and responsibilities. A continuing staff training programme and participation in accreditation schemes shows a commitment to on-going improvement and development. (Standards 2 and 14) The purpose-built premises provide a welcoming, well-maintained and orderly environment, including effective use of displays to reflect diversity. (Standard 4 & 9) Careful security arrangements are in place to ensure that children cannot leave the premises unsupervised and that unauthorised adults cannot gain access. (Standard 6) Children's individual dietary needs receive careful attention. Main meals and snacks are varied and nutritious including frequent use of fresh fruit and vegetables. (Standard 8) Parents receive very useful information about the nursery through booklets, newsletters and displays and are encouraged to put their views through use of surveys and suggestion boxes in addition to opportunities for informal discussion. (Standard 12)

What needs to be improved?

arrangements to ensure that children aged under two years are cared for in groups of no more than 12. (Standard 2) rest arrangements, especially with regard to the twos/threes room, to ensure there is suitable provision both for children who wish to sleep and for those who are not sleeping. (Standard 4) operational procedures and risk assessment in relation to use of appropriate child seat restraints when carrying children by car. (Standard 6) arrangements to obtain both prior written parental permission and subsequent written counter-signature for medication administered. (Standard 7)

Outcome of the inspection

Good

WHAT NEEDS TO BE DONE NEXT?

The Registered Person must take the following actions by the date shown

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

Std	Recommendation
4	review rest arrangements, especially with regard to 2-3s room, to ensure there is suitable provision for children who wish to rest or sleep and for those who are not sleeping.
6	review operational procedures and risk assessments in relation to use of appropriate child seat restraints when carrying children by car.
7	review arrangements to obtain both prior written parental permission and subsequent written acknowledgement for medications administered.
2	review arrangements to ensure that children aged under two years are cared for in groups of no more than 12.

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

How effective is the nursery education?

The Honey Bee Nursery offers good quality nursery education where children develop a positive approach to learning and build secure relationships with staff and other children. Children make very good progress towards the early learning goals in personal, social and emotional development and generally good progress in other areas of learning. Teaching and learning is generally good. Staff's positive and consistent management of children's behaviour helps children feel secure in their relationships and play, and they show sustained interest in a varied range of activities, both adult-led and child-initiated. Although extensive long-term planning systems are in place these do not yet fully support balanced coverage of all aspects of learning. Staff maintain useful records of children's progress but at present these are not used effectively in short-term planning to ensure that children's individual learning needs are met. The leadership and management of the nursery is very good with clearly defined aims and management structures in place. Involvement in external accreditation programmes effectively supports continued evaluation and improvement of the nursery's provision and a staff appraisal and training programme promotes continuing staff development. The partnership with parents is generally good. There is a welcoming atmosphere and parents receive useful information about the nursery and its provision through effective use of display boards, written information and informal discussion with staff. The proprietor actively seeks parents' views on the nursery through surveys and suggestion boxes. Although parents can view their children's developmental records on request, they do not actively contribute to these at present and do not often receive relevant information or suggestions to help them continue and extend planned learning at home.

What is being done well?

Effective leadership and management supports continued improvement in the nursery and encourages staff to evaluate and develop their existing skills and knowledge through continuing training. Children's personal and social development is very good. They are confident in their dealings with staff and each other and often show sustained interest in their play and activities. Staff set positive and consistent expectations for children's behaviour, helping them to show care and concern for each other and their environment. Staff help children recognise and accept differences in culture, lifestyle, language and ability through effective use of displays and sensitive responses to children's questions. Children's spoken language is developing well. They are generally confident in talking to adults and other children about their wants and activities and begin to take account of other people's views. Staff effectively help them extend their use of language by introducing and explaining new vocabulary and showing an interest when children use language well to communicate.

What needs to be improved?

long-term planning to ensure all aspects of learning receive balanced and effective coverage. use of observations in short-term planning so that planned activities take account of children's individual learning needs and provides appropriate opportunities for challenge and progression. opportunities for parents to share their knowledge of their child and to be actively involved with their child's learning.

What has improved since the last inspection?

This is the first inspection of funded nursery education.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT	
Judgement:	Very Good
Children develop confident relationships with adults and peers and often show sustained interest in a varied range of activities. They begin to learn that people have different needs, lifestyles and beliefs that need to be treated with respect. Positive and consistent expectations for children's behaviour help them show care and concern for each other and their surroundings.	
COMMUNICATION, LANGUAGE AND LITERACY	
Judgement:	Generally Good
Children's spoken language is developing well. Many children talk confidently with adults and peers, beginning to take account of others' points of view. Children respond with interest to stories and songs. Many begin to link initial sounds and letters but they too rarely take part in challenging and purposeful mark-making or writing activities.	
MATHEMATICAL DEVELOPMENT	
Judgement:	Generally Good
Many children count and recognise numbers up to ten in varied planned activities and daily routines. They begin to explore shape, space and pattern through their creative and physical play and begin to show an understanding of simple calculation through some practical activities. However maths activities are often not planned to best effect to provide sufficient challenging opportunities for children to develop their knowledge and skills.	
KNOWLEDGE AND UNDERSTANDING OF THE WORLD	
Judgement:	Generally Good
Children learn about the local environment and living things through varied topic-based activities. They use new vocabulary and knowledge to think and talk about their ideas. Although children often enjoy handling tactile materials such as playdough and ice cubes, and often build with commercial construction kits, these activities sometimes lack challenge or clear purpose. Children seldom learn about everyday technology.	
PHYSICAL DEVELOPMENT	
Judgement:	Generally Good
Children develop a good awareness of health issues from independent hygiene and discussion of suitable outdoor clothing. Many children negotiate space well when using equipment such as the climbing frame and wheeled toys in their regular use of the outdoor play area. They often handle small equipment such as wooden blocks and paintbrushes with skill and control. However physical play activities are often not planned to best effect to provide purposeful challenge.	
CREATIVE DEVELOPMENT	

Judgement:	Generally Good
<p>Children confidently express their ideas in large and small groups and begin to act out narratives in their role play. Planned activities enable children to explore a good range of media and materials and to use these to represent their own ideas. Although children enjoy joining in familiar songs they do not often use musical instruments or move to music.</p>	
Children's spiritual, moral, social, and cultural development is fostered appropriately:	Y

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
develop long-term planning to ensure balanced coverage of all aspects of learning. develop use of observations in short-term planning to provide more effectively for children's individual learning needs. develop opportunities for parents to contribute their knowledge of children's progress and to be involved in their learning.

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.