

Honey Pot House Day Nursery

Inspection report for early years provision

Unique reference number EY405282
Inspection date 09/09/2010
Inspector Adelaide Griffith

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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*.

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Description of the setting

Honey Pot House Day Nursery changed ownership in 2010 and operates from a converted detached house in the Shirley area of Solihull. Children have access to a fully enclosed outside play area. The nursery is open each week day from 7.30am to 5.30pm. The nursery is open for 51 weeks of the year. It is closed for one week at Christmas and on bank holidays.

The nursery is registered on the Early Years Register. A maximum of 30 children may attend the nursery at any one time. There are currently 24 children aged from 13 months to under five years on roll, some in part-time places. The nursery is able to support children with special educational needs, and also supports children who speak English as an additional language.

The nursery employs nine members of staff, including the manager. All staff hold appropriate early years qualifications at National Vocational Levels 2 and 3. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff know the children and this supports their progress well. The nursery meets the needs of children in the Early Years Foundation Stage effectively. On the whole, their welfare is safeguarded and children's needs are addressed competently. The strong partnership with parents and other agencies supports children considerably and this contributes substantially to their well-being. The process of self-evaluation results in positive outcomes and additional areas for improvement are identified to bring about more benefits for children and their families.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- maintain a record of the risk assessment clearly stating when it is carried out, by whom, date of review and any action taken following a review or incident (Documentation). 23/09/2010

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

- review procedures to ensure that records are appropriately completed at all times.

The effectiveness of leadership and management of the early years provision

The setting benefits from strong leadership, and staff are committed to supporting children's care and learning. They are well informed about the Early Years Foundation Stage and use this effectively to promote children's development. Robust procedures are followed to ensure that staff are suitable to work with children. Vetting is carried out and staff attend courses that help them to maintain a strong knowledge base. One member of staff holds the Foundation Degree. Children's welfare is generally safeguarded as most policies for the smooth running of the setting are available and procedures are consistently implemented. For example, risk assessments are carried out consistently, however, records are not completed as required in regulation. Also, some medication records do not include sufficient detail and this may pose a potential hazard to children's well-being.

Management is focussed on maintaining continuous improvements. The self-evaluation process is well established and changes indicate positive outcomes for children. For instance, due to the refurbishment of the rooms, resources are more easily accessible and this promotes children's independence considerably. The management is responsive to suggestions which they invite from parents and they have worked closely with external agencies to review practice. The nursery has a team of enthusiastic staff. They apply a flexible approach to meet children's individual needs. Management has critically evaluated the provision and have identified further plans for development, for example, the outside play area.

The partnership with parents and carers is underpinned by trust and consistent communication. Parents are provided with a wide range of materials that include copies of policies. A parents' board is available to keep them informed about events in the setting and parent evenings provide an opportunity for sharing information about their child's progress. The welcoming environment facilitates the collaboration with parents who work well with staff to promote aspects of their child development. The staff ensure that contact is made with local schools and all relevant information is shared as required.

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

Children are active learners who maintain an interest in activities because staff support them effectively. For example, they extend children's learning by singing songs to reinforce their ability to identify body parts. They model activities, such as, fitting jigsaw pieces in the correct slot and they motivate children by active involvement when playing instruments. This means that children's learning is supported competently through different approaches.

Staff plan activities across all areas of learning. Children have access to a broad range of resources and this stimulates their curiosity to explore with materials. For example, children use rolling pins with good control to spread playdough. They are

developing number skills through counting. Children have opportunities to practise mark-making skills and more able children form recognisable letters. Children access books during quiet periods and staff read to babies, therefore all children are helped to develop an appreciation for books. Children's awareness of the wider world is encouraged due to a wide selection of resources that reflect positive images of different cultures and/or disability. Babies move around freely in their room and all children play outside at some stage, weather permitting. Owing to the availability of information technology and opportunities to talk and listen to adults, children are developing a wide range of skills. They also participate in activities that promote their awareness of the environment, for instance, a focus on the life cycles of different creatures. Cumulatively, these help them to develop appropriate skills for the future.

Staff are committed to promoting children's development and carry out regular observation to assess their achievement. Information gained from observations is used to plan the next step in their learning and staff ensure that activities are adapted to meet children's individual needs. For instance, they ensure that children are able to join in with singing songs rather than producing work linked to the theme, 'all about me'. Challenges are included to take children to another level of development, such as, staff provide more complex problem-solving activities for those who are confident in completing puzzles.

Children's good health is well promoted due to established procedures. Bedding is washed daily and the premises are clean throughout. Children demonstrate understanding of maintaining personal hygiene by explaining that the use of anti-bacterial gels kills germs. Children are gaining a sense of healthy options. They enjoy fresh fruit and describe the benefits of eating vegetables. Staff are skilled at helping children to treat others with respect and often remind them to say, 'please and thank you'. As they model good behaviour by talking to children politely, this is mirrored in children's interaction with adults and their peers. Children are confident about keeping themselves and others safe, and provide correct reasons for not sitting too close to others during activities. All children demonstrate that they feel secure. They freely approach staff for help and babies cuddle against staff who respond promptly to their expressions of discomfort. Owing to the wide range of activities and resources, children are making consistent progress towards the early learning goals.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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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