

Honey Bees Day Nursery

Inspection report for early years provision

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13/09/2010

Inspector

Sheila Loughlin

Setting address

St. Werburghs RC Primary School, Park Grove,
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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*.

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

Honey Bees Day Nursery was registered in 2006 and is provided by Wirral Children and Young People's Department. It operates from a purpose-built unit attached to Birkenhead and Tranmere Children's Centre in St Werburgh's Primary School in Birkenhead on Merseyside. The facilities include three play rooms and associated facilities. There are two secure outdoor play areas. All areas include accessible facilities. A maximum of 60 children aged under eight years may attend the nursery at any one time. The nursery currently takes children from birth to five years of age. The nursery is open from 8am until 6pm each weekday with the exception of bank holidays and the period between Christmas and New Year. Children attend from the local ward and surrounding areas.

There are currently 37 children on roll all of who are within the Early Years Foundation Stage. Of these, 15 are in receipt of funding for early education. The setting supports children with special educational needs and/or disabilities. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 12 members of staff, including the manager, who work directly with the children. All of the staff hold an appropriate level 3 or higher qualification in early years. The setting receives support from the local authority Foundation Stage consultant.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children greatly enjoy attending this day nursery. Staff's engagement with parents and carers and other early year's professionals is excellent. Children's individual needs are well catered for by staff. The leadership team are focused on enhancing the provision to improve outcomes for all children.

What steps need to be taken to improve provision further?

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

- extend planning in order to ensure that children of all ages receive challenging but achievable experiences, based on their current interests, development and learning
- provide more opportunity for sustained, active, independent, outdoor learning experiences.

The effectiveness of leadership and management of the early years provision

Children are very effectively safeguarded from harm. Exemplary systems are in place for vetting and recruiting staff, keeping their training up to date and ensuring the setting is at all times secure. Any concerns expressed by parents are taken very seriously and responded to immediately. All staff contribute to a thorough system of self-evaluation, which has highlighted further ways to bring about improvement. For example, home visits and progress meetings with parents have been implemented, more use is made of natural materials and the learning environment has been made calmer for the children. Staff have implemented the recommendations from the last inspection, although opportunities for sustained, active and independent outdoor learning experiences for children are still developing. Many staff have undertaken training at a higher level than is required because they want to do the best they can and are keen to provide children with the best possible start in life.

Children who have special educational needs and/or disabilities are quickly identified and given the support they need. They make good progress. The setting has excellent links to sources of additional services and is, therefore, able provide for the needs of all children and their families. Parents and carers speak very highly of the nursery and its staff. They know their children are safe, happy and well cared for. For example, parents say, 'We wish our son was still here, he was very happy and learned such a lot.'

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

Children are happy to leave their parents behind because they know they are going to have a really good time at the nursery. They are very familiar with the well-established routines. These give them a good sense of security and increase their self-confidence. The older children register their attendance and some of the children recognise their own names and also the initial sounds of other's names. Staff are welcoming and caring, and consistent in their high expectations about good behaviour and hygiene. Independence is promoted effectively. For example, when the smell of warm toast for snack drifted through the room, the older children hurried to wash their hands, clear and set the table. At lunch time, children helped themselves to a nutritious meal. They willingly cleared away cups, plates and leftovers at the end of snack.

Children enjoy a variety of activities, for example, to promote early reading and writing. These include access to an interactive white board, story books, writing materials, a story table and a sensory area with soft cushions and lighting. Staff are good at finding out what interests children and plan accordingly. For example, the children's developing interest in transport has formed the basis for the next half term's planning. Staff listen carefully to what children say and effectively enhance their learning through talk and good questioning. Children's behaviour is very good. They are cooperative and sociable and interested in the world around

them.

Staff know children very well as individuals. They make observations of their achievements and use these to record their progress. Some staff are skilled at using this information to plan the next steps each child needs to take in their learning. As a result, planning is generally good, but it is less effective for the younger children in order to ensure that they receive challenging but achievable experiences, based on their current interests, development and learning. Children's learning journeys record examples of exciting outdoor learning, such as visits to a farm and from the fire service, and digging, planting and harvesting vegetables. The needs of all children, including those with special educational needs and/or disabilities, are considered when activities are planned. Staff are quick to recognise and celebrate the achievements of all 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

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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	3
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