

# The Honey Pot Private Day Nursery (Burton Joyce) Ltd

Inspection report for early years provision

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<b>Inspection date</b>	09/11/2010
<b>Inspector</b>	Janice Walker
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<b>Type of setting</b>	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 Private Day Nursery opened in 1999 and re-registered as a limited company in 2010. It is a privately owned setting and operates from a two-storey building in Burton Joyce village, near Nottingham. Children are cared for in three rooms depending on their age and level of ability. Younger children are cared for on the ground floor with the pre-school room on the first floor. The outdoor area is divided into defined areas with a barked area with climbing and balancing apparatus, a hard surface area for bikes and push along toys, a small grassed area and a kitchen garden area where children grow seasonal fruits, herbs and vegetables. The setting serves families from the local and surrounding villages. There are strong links with local schools and a drop off and collection service is provided for children who attend the Early Years unit at Burton Joyce Primary School.

The setting is registered on the Early Years Register and also on the compulsory and the voluntary parts of the Childcare Register. It is registered to provide care for 31 children under the age of eight years, all of whom may be in the early years age range. It is in receipt of funding for the provision of free early education to children aged three and four years. It is open from 7.30am until 6.00pm, each week day, all year round, closing only for public holidays and a week at Christmas. Children attend a variety of sessions each week depending on the individual requirements of each family. There are currently 53 children on roll, all of whom are in the early years age range. The setting supports children with special educational needs or disabilities.

The setting employs 11 staff to work with the children, eight staff hold an appropriate early years qualification and two are working towards a qualification. Two members of staff have Early Years Professional Status. The setting is a member of the National Day Nurseries Association and receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and very confident at Honey Pot nursery. Staff create a strong family-orientated environment. They know the children well and take account of their individual needs and interests when planning activities, so that everyone is included. Children enjoy many worthwhile experiences which extend their learning and systems for assessments and planning support this well. Excellent relationships with parents and strong links with others involved with the children help to ensure that children's needs are met. The nursery demonstrates a commitment to continual improvement through the effective staff support systems and emerging use of self evaluation.

## **What steps need to be taken to improve provision further?**

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

- extend the level of information shared with other early years providers where the care of children is shared, in order to more effectively support consistency and continuity in children's learning and development
- extend the range of resources in the role play areas in the pre-school and toddler rooms in order to improve opportunities for children to explore and express their thoughts, ideas and feelings within this area.

## **The effectiveness of leadership and management of the early years provision**

A committed staff team work hard to ensure the smooth running of the nursery on a daily basis. All policies relating to safeguarding are in place and regularly updated. Risk assessments are carried out daily ensuring all areas are safe and appropriate levels of supervision are provided at all times. Staff are carefully vetted with clear procedures in place to ensure that anyone not cleared is not left unsupervised with the children. All the required records are in place and provide a robust framework for the care of children. The confident and competent staff team create a warm and friendly environment where all children feel welcome and valued. Space is effectively organised with ample room for children to move around and explore their toys independently. Staff deploy themselves effectively to ensure that children's needs are met consistently well. They attend regular training to continually increase their skills and knowledge and make good use of staff meetings to share newly acquired information and influence practice. The recently undertaken self evaluation includes input from staff, parents and children and provides a firm basis for moving forward.

Good links have been established with local schools. The nursery provides detailed information about children's abilities at the outset and information continues to be exchanged about children's care, well-being and general learning. However, the level of information is not yet detailed enough to best promote continuity and progression for individual children. Parents speak in glowing terms about the nursery and partnership with parents is an outstanding area of the nursery's practice. The inclusive nature of the nursery means that all families are made welcome. Parents describe excellent relationships with the staff team, particularly their children's key workers. Excellent levels of information are shared which ensures that staff plan activities based on children's interests and activities they enjoy at home; and parents are fully aware of their children's next steps in their learning and development. Staff are vigilant in recognising possible special educational needs in children and work very well with parents and advisers to ensure information is shared with relevant agencies to the benefit of the child. Parents respond to opportunities for them to become involved in the nursery, such as, by attending to talk to the children about their profession, their background or to bring in their pets. This is on top of excellent communication through electronic

updates, monthly newsletters, home books, daily chats and regular opportunities to attend planned events to discuss their child's progress.

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

Children are provided with interesting hands-on experiences which help them make good progress across all areas of learning and development. The planning is flexible, responding to the children's interests and ideas and incorporates activities linked to events which they can all relate to. Key workers continually gather information from parents and undertake useful observations of children's interests and abilities. Senior staff in each room then make effective use of this information and securely base planning on what children enjoy and can do.

Resources are in good supply and well organised to support children's independent learning. During planned activities, the role play area is very well resourced, enabling children to explore and express their thoughts, ideas and feelings which link in to their interests and topical events. However, this is not always sustained to offer children these opportunities consistently. Activities, such as growing fruits and vegetables, using information technology to replicate a favourite story and planning for the birth of a baby of a familiar adult, are recorded in words and pictures. They are then attractively displayed and well used for children to recall and reflect on their experiences.

Daily routines are well organised to ensure there is a good balance of adult-led and child-initiated learning and include regular times in the well-planned, outdoor area. Babies enjoy fresh air through regular times in the garden along with outings in the local community, for example, to visit the cows and the ducks. All children regularly participate in exploratory play, using their senses to investigate substances such as paints, sand, gloop and water. Toddlers are very confident; they have warm relationships with staff and eagerly participate in activities, both individually and in small groups where they learn to listen to each other and take turns.

The staff team have a thorough understanding of possible risks within the setting and ensure that the environment is safe and welcoming. Children begin to learn to take care of themselves through routines such as emergency evacuations along with clear guidance on how to use tools and equipment safely. Healthy living is promoted exceptionally well in this nursery. Children are actively encouraged to eat healthily through the provision of nutritious, home-cooked meals which take into account individual dietary needs. Meal times are used as regular opportunities to discuss the benefits of healthy foods. Children show a comprehensive understanding of the importance of following good personal hygiene routines and younger children learn this through daily routines. Children engage in an extensive range of physical activities both indoors and outdoors to further promote their overall good health and ongoing physical development.

Children in this nursery are well prepared for future success. This is seen in their good progress in literacy and numeracy and also in their confidence and

communication skills. They assuredly request different toys and when it is confirmed that this is okay, they capably re-organise space to allow them to comfortably engage in their chosen activity. Behaviour is excellent as children cooperate very well with each other, for example, in sharing toys and taking turns. Through the good organisation of the nursery along with the skills and support of the staff team, they are emerging as active, curious and inquisitive learners.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	1
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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