

Honey Tree Day Nursery

Inspection report for early years provision

Unique reference number	106983
Inspection date	30/03/2011
Inspector	Jenny Batelen

Setting address	Filton Road, Horfield, Bristol, Avon, BS7 0XZ
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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 Tree Day Nursery is one of five nurseries run by Honey Tree Day Nursery Limited. The nursery opened in 1992 and operates from a single storey building within the grounds of Orchard School in Filton, Bristol. It is registered on the Early Years, voluntary and compulsory parts of the Childcare Register. The nursery serves the local and surrounding area. A maximum of 60 children may attend the nursery at any one time. The nursery is open each weekday from 8am to 6pm for 52 weeks per year. All children share access to a secure enclosed outdoor play area. There are currently 79 children from six weeks to five years on roll. Of these 19 children receive funding for early education. Children attend for a variety of sessions. The nursery currently supports a number of children with special educational needs and/or disabilities. The nursery employs 16 staff, of these 14, including the manager, hold appropriate early years qualifications. Two staff are working towards a qualification. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's individual needs and interests are valued and usually responded to well. Staff have a good understanding of the needs of Early Years Foundation Stage children and ensure that all children are able to make good progress, particularly in their personal development. Self-evaluation is thorough and involves all staff. The experience and commitment of the manager and staff ensure that there is good capacity to improve.

What steps need to be taken to improve provision further?

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

- develop the outside area further so that children have the opportunity to engage in activities outside whenever they choose to fully support their progress across all areas of learning.
- seek opportunities to extend parent and carer involvement in their children's learning

The effectiveness of leadership and management of the early years provision

Safeguarding is good. Policies, procedures and risk assessments are in place and stored centrally for easy access. Staff review all policies at least twice a year. The site is safe and secure with a very secure system of entry for parents, carers and visitors. A password system ensures that children are always handed over to an appropriate adult. All staff are suitable to work with children, are alert to their needs and know what to do if there are any concerns.

The commitment and experience of the manager ensures that staff are well-motivated and children able to make consistently good progress. The staff evaluate the work they are doing on a continual basis and there are clear priorities for improving different aspects of provision. Parents and carers have the opportunity to make suggestions through questionnaires and discussions with staff, but these opportunities are not always taken advantage of. Staff have a very good understanding of the Early Years Foundation Stage requirements. They have appropriate qualifications and undergo ongoing training. They work very effectively as a team and children benefit from being known by all staff, whatever their age. Recommendations from the previous report have been fully implemented.

High quality resources in an extended and much improved environment enable all children to make good progress in a variety of activities of their choice. Babies and toddlers have secure rooms, the opportunity to sleep when required and activities appropriate to their stage of development. Children with special educational needs and/or disabilities make good progress because their needs are clearly identified and action is taken to address them. The recently appointed special educational needs coordinator is making a strong contribution to ensuring that all children are able to be fully integrated.

Links with parents and carers are good. Key information is on display, throughout the building and this includes the planned activities for the day and the menus for lunch, tea and snacks. The daily report to parents and carers inform them of what their child has done during the day and key welfare information also. Parents and carers are positive about the nursery, report that their children make good progress and know that they can access their children's learning journals. However the pressure of busy lives mean that not all parents and carers are able to make the most of the chance to talk to staff or contribute to the record of their child's achievements in the individual learning journals. There are strong links with the neighbouring school, which means the nursery is able to access their grounds, particularly in the summer months, and also with the nearby Children's Centre. An advisory consultant provides strong support and other agencies work closely with staff to support children's development.

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

All children enjoy their time in the different parts of the Nursery and are able to make good progress. Babies in the 'Tiny Tots' room explore texture as they have great fun rolling small wheeled vehicles through the paint. They are fascinated with the patterns and the paint. Toddlers choose from the range of activities inside and particularly enjoy small construction toys, such as stickle bricks to develop their problem solving skills. Their literacy skills are enhanced as they share a book with an adult. They learn about numbers as they weigh the ingredients and where the numbers are on the scales as they prepare the mixture to bake cakes. In the pre-school, children thoroughly enjoy running, climbing and exploring outside, developing their physical skills. Logs provide great interest as they lift them to see what mini-beast might be living underneath. They wait in anticipation for the

flowers and vegetables they have planted to grow. Indoors, the 'railway station' provides opportunities to develop speaking skills.

The secure and safe spaces are very well-equipped, with resources easily accessible. The outside space has been redeveloped and children can explore and make their own play, whatever the weather. Staff are keen to further develop this so that there can be free access to the outside whenever children want it. Children enjoy using wheeled vehicles, such as tricycles and scooters, but at the moment this has to be timetabled so that the area is not too crowded.

Children's safety and well-being is very important. They are happy and confident, knowing that the adults are there to care for them. Babies are confident in the care of their adults and are relaxed when a visitor enters the room. Circle time is used to help children understand their feelings and develop social skills. Behaviour is good and as a result children work and play well together. Excellent relationships exist between all in the nursery. Key workers are allocated to all children and these are known to parents and carers. Children with special educational needs and/or disabilities are clearly identified and plans put in place to support them.

Planning is based on developing the children's interests. Staff observe the activities that children choose and plan further activities that will extend their learning. Assessments clearly identify the next steps in learning and this is transferred to records that give a clear picture of children's progress over time.

Children understand the need for hygiene routines, including washing their hands before baking. They make healthy choices at snack time and have plenty of opportunity for physical activity, especially when outside. Opportunity for sleep, in the well-supervised 'sleep' rooms, is taken by all babies and toddlers when they want it. Pre-school children find comfort on an adult's lap when they are tired. Children's understanding of the wider world is developed through the celebration of festivals, books and dressing up clothes. Children participate in fund raising activities. The very safe pond in the grounds of the neighbouring school allows for exploration and deepening children's understanding of the natural world. Links with feeder schools are developing well. Staff visit children in the nursery and talk to nursery staff about children's needs, ensuring a smooth transition to full-time school.

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1
The effectiveness of the setting's engagement with parents and carers	2

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	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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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