

Honey Bees Staff Day Nursery

Inspection report for early years provision

Unique reference number 131831
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Inspector Angela Scollan

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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 1992 to serve the staff working within the hospital. It operates from a building within the grounds of Kingston Hospital in two main rooms, and has access to a large hall. Children have access to an enclosed outdoor play area. It is open each weekday from 7am-5.30pm all year. 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 36 children on roll. The nursery is funded to provide free early years education to children aged three and four. The nursery supports children with learning difficulties and/or disabilities. There are seven members of staff all of whom hold appropriate early years qualifications to at least NVQ level 3.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The staff team are highly effective and nurturing which helps children settle and feel safe. Overall children flourish and enjoy being part of an exciting and child led environment. The exceptional partnership with parents and carers is a key strength of the nursery. Partnerships with external professionals and schools are excellent. The staff team evaluate provision for children extremely well to ensure they continue to improve and provide high quality outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- consider offering younger children easier access to resources that support early writing skills .

The effectiveness of leadership and management of the early years provision

The staff team have comprehensive knowledge of safeguarding procedures and are well trained to follow appropriate steps if they have a concern. Systematic and rigorous recruitment and vetting procedures are extremely effective to ensure all children are cared for by a professional and well qualified staff team. All staff members hold a current first aid certificate and undertake regular health and safety training. All policies and procedures plus required records are in place. These are implemented extremely well by the staff team which ensures that children's health, safety and learning are very well promoted. Comprehensive risk

assessments are in place so that the environment is safe and secure. Regular trips within the local community and further afield are meticulously assessed to ensure children are kept safe.

The staff team are extremely resourceful and innovative, providing excellent space and opportunities for children to learn and develop, both indoors and out. Children are expertly encouraged to follow their own agenda and ideas to continue their learning themes and take play outside of the setting. For example, children are able to access the local hospital, shop and building site to observe professionals at work. The staff team plan activities to create stimulating and exciting learning opportunities. However there are fewer opportunities for younger children to access resources to encourage their early writing skills.

Roles and responsibilities are delegated within the team to support on-going professional development and knowledge. Staff constantly evaluate planning and observation to improve learning opportunities and experiences for children. Outside provision has been developed significantly with help from children, parents and staff. This has had a substantial impact upon children's well-being and problem solving skills as their contributions have been discussed to reinforce learning and extend thinking. Recommendations made during previous inspections have been addressed.

Equality of opportunity is embedded exceptionally well within all aspects of learning and development. Children are aware of each other's needs and differences within their everyday experience and are encouraged to care for each other, which impacts significantly upon their well-being. The procedures for identifying and assessing additional needs are secure.

Partnerships with parents and carers are extraordinarily effective. For example, staff often meet parents outside the setting to help establish excellent two way communication and enable parents to contribute to their child's learning and development. Other professionals are invited into the setting to help support parents and children. Parents highly recommend the setting. Their feedback shows that staff are proactive in supporting children changing settings and that they communicate effectively with local school and nursery staff to share information. The comprehensive policies and procedures plus learning records are easily accessible to parents. As a result they feel very much part of the child's time at the nursery.

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

Children are extremely happy and secure whilst attending the setting, and confidently use learning areas and resources to devise role play rules, negotiate scenarios and situations with peers. Children make excellent progress in their learning and development as a result of the staff's knowledge of children's individual needs and the excellent practices within the nursery. For instance staff

ask appropriate questions of children as they play such as asking children what happens next. Children all become absorbed in their activities, concentrating extremely well as they enjoy what they do. For example, exploring the rain outside, role play and shape sequencing held everyone's attention. The staff team tailor the daily routine in order to cater for each child's welfare needs.

Children contribute to displays and future activities by discussing photographs of them playing at home, on trips or in the setting. This ensures the staff team plan exciting child led topics and activities to keep children highly engaged and motivated. Learning journals are used effectively to celebrate and track children's achievements by knowledgeable staff to creatively extend skills and interests.

Children are extremely confident within the setting and have a strong sense of security and ownership of their environment, settling quickly when they arrive. Younger children's physical needs are well met with staff demonstrating excellent knowledge of how younger children communicate. For example, special words and non-verbal signals used for going to the toilet are recognised by staff, who are highly attuned to the child's individual way of communicating.

Children naturally extend their mathematical language and skills during daily routines and play. For instance highly proficient staff support children's understanding of concepts such as size and shape when counting seats and placemats to make sure there are enough, and working out if activities have sufficient resources for everyone to take part. Children's behaviour is exemplary. They care about each other and the nursery. For example, children enthusiastically reinforce nursery rules and enjoy celebrating each other's success and achievements.

Due to the excellent deployment of resources, children are making exceptional progress in their communication, language and literacy skills. There are extensive opportunities for older children to see and use writing and drawing for a real purpose. For instance children undertake intricate and detailed paintings of penguins, animals and transport and are encouraged to follow up chosen topics and projects of interest to extend creative writing skills. Children make excellent progress in developing a range of skills which will aid them in later life. For instance, children are encouraged to dress independently and prepare clothing to match the weather they will be exploring.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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