

Honey Pot Nursery Ltd

Inspection report for early years provision

Unique reference number	EY368225
Inspection date	04/08/2011
Inspector	Gillian Sutherland

Setting address	358 Aigburth Road, LIVERPOOL, L17 6AE
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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 Pot Day Nursery and Pre-school is privately owned and was registered in 2007. It operates from designated areas in a detached house in the Aigburth area of Liverpool. The nursery serves the local area and has strong links with local schools. The ground floor of the nursery is accessible to all children and other areas are on the first floor. There are fully enclosed outdoor play areas available for outdoor play.

The nursery opens Monday to Friday during all year round. Sessions are from 8am until 5.45pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register. A maximum of 40 children may attend the nursery at any one time, all of whom may be on the Early Years Register. There are currently 71 children attending who are within the Early Years Foundation Stage. The nursery provides funded early education for three and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language.

The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications. One member of staff holds Early Years Professional Status, whilst a further two staff hold Bachelor of Art Degrees. One of those is in Education and the other in Early Childhood Studies. The nursery receives support from a Teacher Adviser.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery is an efficiently organised setting that promotes the safety and welfare of children well. Staff at the nursery ensure all indoor and outdoor spaces and age-appropriate resources provide an interesting and stimulating environment for children. Highly effective partnerships with parents and other early years providers ensure that children's unique needs are well met. Staff fully implement the Early Years Foundation Stage Framework into their daily practice. Consequently, children are making good progress in their learning and development. Systems to evaluate and improve practice have been devised, but the information gained has not yet been collated into an ongoing working document.

What steps need to be taken to improve provision further?

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

- promote further children's independence in their self-help skills at lunch times
- develop further the systems for self-evaluation to support continuous improvement.

The effectiveness of leadership and management of the early years provision

Children's safety and welfare is maintained in the setting. The robust recruitment and vetting procedures ensure that staff are suitable to be working with children and hold appropriate qualifications. A range of comprehensive policies and procedures are effectively implemented to ensure the smooth day-to-day running of the nursery. Risk assessments are undertaken and cover all areas indoors and out which are accessed by the children. Staff fully understand their responsibilities to safeguard children as they clearly describe the procedures for working with relevant agencies to protect children from harm or neglect.

The well-organised deployment of staff and an efficient key worker system means that children receive good individual attention. The competent staff team work well together and have a clear understanding of the individual needs of each child in their care. All staff have a clear understanding of the Early Years Foundation Stage Framework provision and provide children with a broad range of activities and age appropriate resources. Consequently, children are motivated and interested in the enjoyable and challenging learning experiences they receive at the nursery on a daily basis. Observations and assessments of each child's progress and development are carefully monitored and the next steps in their learning planned for.

The setting is inclusive and children are valued and cared for as individuals. Children begin to learn about other people's lifestyles and abilities by using a good selection of relevant books and resources. For example, there are posters and books which display the differing cultural backgrounds and customs of children, not only in their local community but also in the wider world. The activity programme includes the celebration of festivals, both seasonal and cultural, as they occur throughout the year. There are well-organised systems in place with the local primary schools to support children as they make the transition from nursery to school. Staff have a good understanding of how they can support children with special educational needs and/or disabilities and also children who speak English as an additional language. Parents receive information about the setting in many different ways and are encouraged to participate in a very varied range of activities. A wealth of information is displayed in the entrance, with many leaflets available for parents to take away. Noticeboards in the entrance hall and throughout the nursery provide information about forthcoming nursery events. Staff are available at the end of each day or session to discuss with parents the activities their child has participated in and written diaries aid communication about the care of younger children.

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

Children are cared for in a secure and stimulating environment, enabling them to play and learn safely. Staff ensure children enjoy the excellent outdoor play space, with a dedicated decked area for the younger children to access. Children

confidently use a range of wheeled toys and then have the opportunity to chill out and listen to a story in their own outdoor play house or to settle down in one of the child-size deckchairs to look through a book. This area is also used to develop further their outdoor learning as they plant up different vegetables, which they use to create their home-made soup, and lavender bushes, which help develop their senses of smell.

Indoors, children paint and glue with increasing skill and use modelling materials, which helps them understand different textures. For example, sand and water is freely accessible and children skilfully learn how to create patterns in the sand using a range of tools. Accessing water play they become familiar with measuring concepts as they pour water from one container into another. They also develop their understanding of problem-solving in other activities. For example when using the wooden blocks and plastic crates, they carefully count as they put one block on top of the other and happily join in songs and action rhymes which have an element of counting and calculation. Each room has a treasure basket which children explore, and skilful staff help develop their communication and language skills as they talk to them about the different objects they are holding. Children gain confidence in everyday technology as they access the computer and other resources which help children to gain an understanding of technology, including light boxes which allow them to see and magnify some of the smaller objects. For the very young children there are lots of programmable toys which make different sounds when buttons are pressed, or shape sorter puzzles that light up as the pieces are fitted in.

Children develop a good awareness of healthy living. They learn about eating healthy foods and drinking water is available to them at all times. In the entrance hall there is a basket of fresh fruit and parents can select a piece of this for their child as they go home at the end of the session or day. Children enjoy a varied and balanced menu at snack and lunchtimes, however, at lunchtime their independence is not well fostered. They have little opportunity to successfully help themselves to their food and the cutlery provided is insufficient.

The activity plans are displayed in each room and all activities link into the six areas of learning. The children's learning journeys identify the activities they have participated in and also the next steps in their learning. Each child's key worker is responsible for the monitoring of the children's progress as they complete a learning journey for the children in their care.

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	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	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

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