

Honey Tree Day Nursery - Portishead

Inspection report for early years provision

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| Unique reference number | 509169 |
| Inspection date | 14/03/2012 |
| Inspector | Sara Bailey |
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| Type of setting | Childcare - Non-Domestic |

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Honey Tree Day Nursery is one of four nurseries within a privately owned chain. It was registered in 2001 and operates from single storey premises in Portishead, North Somerset. There are separate rooms for babies, children aged two to three years and those in the pre-school group. There are associated facilities such as a kitchen, toilets and sleep rooms. There is a fully enclosed outside play area. The nursery is open each weekday from 7.30am to 6pm all year round, except bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are not currently providing care for children on the Childcare Register. A maximum of 53 children in the early years age range may attend the nursery at any one time. There are currently 70 children in the early years age range on roll. The nursery supports children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. The nursery employs eight members of staff who work directly with the children, one of whom has an early years degree and the others have early years qualifications at level 3. The nursery also employs a cook and supports two level 2 apprentices.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are making appropriate progress in their learning and development, although they have fewer opportunities to learn about healthy practices and the impact of their behaviour on others. Observations and assessments of children's progress are carried out to inform planning but these are not always consistent throughout the nursery. Staff meet children's individual needs suitably although at times staff deployment is not fully effective. The nursery has sufficiently addressed the actions and recommendations at the last inspection, which shows a suitable capacity to make ongoing improvements. However, a complaint since the last inspection has not been recorded, which is a breach of a specific legal requirement.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure a written record of complaints and their outcome is kept (Safeguarding and promoting children's welfare)

22/03/2012

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

- support all staff to give clear messages to children about right and wrong in order for them to learn about the impact of their words and actions on themselves and others
- improve children's understanding of healthy practices with regard to hand washing, for example, by staff role modelling positive routines
- maintain consistent planning and observation systems to meet every child's individual needs through evaluation, assessment and planning for the next steps in their learning
- minimise interruptions to children's play and learning during sessions with appropriate staff deployment to meet children's individual needs effectively.

The effectiveness of leadership and management of the early years provision

All major aspects of safeguarding children are satisfactory. For example, all staff have completed basic child protection training. In addition, effective systems are in place for a newly appointed designated safeguarding person to undertake additional training, to cover maternity leave. The premises are safe and secure, which is an improvement since the last inspection, when security was a weakness. However, a complaint relating to security since the last inspection has not been recorded in the complaints log. This is a breach of a specific legal requirement. Although this has no negative impact on children's safety, it does not promote effective information sharing with parents. Risk assessments are carried out daily, which help to keep children safe. They are also recorded, which is especially important during the current building work as additional hazards are continually being identified and addressed. When an external door, used as emergency exit cannot be opened during the inspection, management address this promptly with a call to the nursery handyman and it is fixed. This shows the nursery's ability to make continuous improvement and keep children safe in the event of an emergency evacuation.

The nursery's self-evaluation is generally a true reflection of the strengths of the setting, but it has not identified all the weaknesses. However, since the last inspection, management has addressed all actions and recommendations raised. For example, they have introduced monitoring systems of the staff's performance. In particular, this focuses on their knowledge of the learning and development requirements. This means that each key person's observations and planning are checked to see if children's individual needs are met effectively. Although most staff are kept on track with monitoring, others are not meeting their key children's individual needs effectively in all areas even with high levels of support. Impact on the children is limited due to staff working in teams and children experiencing activities planned for other children, which are also appropriate for them.

Partnerships with other providers are developing appropriately as children begin to attend other settings. Partnerships with parents are generally positive, with regular information shared through a variety of ways. For example, questionnaires to seek parents' feedback, an informative notice board, and the sharing of policies. The quality of planning for children's learning and how this is shared with parents

varies from room to room. Although written parental permission is requested to seek any necessary emergency medical advice or treatment, the organisation of this information is not always robust in the event of an emergency.

Organisation is sometimes hampered by staff deployment issues. For example, some children spend long periods of time lining up waiting to go outside. Staff call to each other from different rooms for cover to enable children to be taken to the toilet. Baby room staff are taken away from their duties to answer the door with babies in arms. However, at other times, management identify these gaps and provide cover to support the staff working directly with the children. There is a suitable balance of inside and outside play. Activities and resources are generally age appropriate. Although the premises are still undergoing building work, space is used well during this time and new carpets and furniture make the setting welcoming.

Equality and diversity is appropriately promoted throughout the nursery. Children benefit from a staff group consisting of both men and women caring for them. Toys and resources reflect diversity. Some staff routinely sign with the children to help them communicate and this also promotes inclusive practice.

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

Babies and children are happy in each of the rooms in the nursery. They enjoy a range of play activities suitable for their age and stage of development, some of which is child-initiated and some adult-led. Planning and observations do not always match children's actual experiences. For example, some rooms appear to have nothing planned but children are learning through routine experiences and opportunities. They are making satisfactory progress towards the early learning goals in each of the six areas of learning. Children benefit from positive interaction with all staff. They enjoy treasure hunts in the garden looking for 3 dimensional numerals. Children enjoy participating in making a large cardboard box into a bus for role-play. Babies are encouraged to make marks with crayons from a young age to develop their creative skills. Children are developing appropriate skills for the future from making choices in their play. They learn about letters, the written word and the world around them from displays and posters.

Children are beginning to show an understanding about healthy lifestyles. They help themselves to drinks when thirsty and use the bathroom, washing their hands after using the toilet and before eating, with assistance. Although a hot air hand drier helps prevent cross infection some children are frightened by this. Paper towels as an alternative are not always easily accessible and staff leave children to find some. The layout of the nursery does not promote independence fully with shared toilets for all age groups off the main hallway. This impacts on hand washing after children have eaten snack. They do not wash their sticky hands after eating fruit and then crawl on the new carpets and play with toys. Although some staff use hand gel to clean their hands after wiping children's noses not all staff do this, which puts children at risk of cross infection. Children benefit from healthy,

nutritious home cooked meals, such as, lamb chilli and rice.

Children are generally learning how to keep themselves safe from discussions with most staff as situations arise. For example, when children push each other when lining up staff explain why this is dangerous. Children's play spaces are safe and secure so children are starting to develop a sense of security and confidence within the setting. Children's behaviour is generally positive and consistently managed by staff, who have undergone training since the last inspection. However, there are times when children are not clear that their behaviour is unacceptable and dangerous, for example, when throwing toys or food. Some staff are not giving clear messages and their expectations of some children to be able to discuss their issues is unrealistic. Children are involved in packing away toys and benefit from praise and encouragement. Children are beginning to form positive relationships and show a sense of belonging to the nursery.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 3 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 3 |
| The effectiveness of the setting's engagement with parents and carers | 3 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 3 |
| The extent to which children develop skills for the future | 3 |

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- keep a written record, for a period of three years, of each complaint, including the outcome of the investigation and the action taken (Procedures for dealing with complaints) (also applies to the voluntary part of the Childcare Register) 22/03/2012

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register (Procedures for dealing with complaints). 22/03/2012