

Quinton Nurseries Ltd t/a The Honey Bee Day Nursery

Inspection report for early years provision

Unique reference number	253405
Inspection date	29/03/2012
Inspector	Jayne Rooke

Setting address	20 Gotham Road, East Leake, Loughborough, Leicestershire, LE12 6JG
Telephone number	01509 852666
Email	
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.

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Description of the setting

The Honey Bee Day Nursery is privately owned by Quinton Nurseries Ltd. It opened in 2000 and operates from purpose built premises in the centre of East Leake, a small village on the borders of Leicestershire and Nottinghamshire. Rooms are located on the ground floor for babies and younger children, whilst the pre-school room is located on the first floor. The nursery serves the local and surrounding area and has strong links with community services. The nursery is accessible to all children and there is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children are able to attend for a variety of sessions. A maximum of 75 children may attend the nursery at any one time, of these, 49 may be under three years and 30 may be under two years. There are currently 75 children attending who are within the Early Years Foundation Stage. The nursery also offers care to children aged over five years to eight years. The nursery is registered on the Early Years Register and on both the voluntary and compulsory parts of the Childcare Register. 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 19 members of child care staff. Of these, 17 hold appropriate early years qualifications. One member of staff holds Early Years Professional Status. The manager holds a Foundation Degree in Early Years and Childcare Services and is working towards an honours degree in education. The nursery receives support from the local authority and is a member of a recognised childcare organisation.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thoroughly enjoy a stimulating and varied range of play and learning experiences, which present them with excellent levels of challenge. Staff use observation and assessment information very effectively to monitor and enhance each child's continuing progress. Partnerships are exceptionally strong and supportive, ensuring children receive consistent and complementary care. Parents receive clear and informative details about their child's learning, within the setting. Self-review systems are highly effective leading to significantly enhanced outcomes for all children. Consequently, children are happy and settle quickly within this exceptionally well-organised and inclusive setting.

What steps need to be taken to improve provision further?

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

- developing further opportunities to offer support to parents for extending their child's learning in the home.

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded because robust procedures exist to protect them from harm and neglect. Recruitment and vetting processes are secure and all staff have an in-depth knowledge of how to respond to any incidents of concern. Staff are vigilant about children's safety and security, ensuring that they remain closely supervised at all times. Thorough risk assessments are conducted for all areas of the setting, the equipment children use and for each outing to minimise risks and hazards. This enables children to move around freely and safely, developing their independence in their play and routines. Highly effective policies and procedures are regularly reviewed to ensure that they are consistently applied. Detailed information about each child is obtained and accurately recorded and all of the necessary consents are in place. This ensures that children receive safe and individualised care.

Children's unique characteristics and interests are highly valued, helping them to develop a positive self-image within a highly supportive and loving environment. Information obtained from effective observation and assessment is skilfully used to identify and support each child's needs and next steps in learning. Children enthusiastically engage in practical and meaningful activities and projects which significantly enhance their knowledge of the diverse world. Staff implement a highly effective policy to promote equality and anti-discriminatory practice, successfully promoting inclusion.

The provider makes excellent use of self-evaluation systems to identify what works well and to highlight key areas for improvement. She actively seeks out the views and feelings of the children and their parents, and input from the staff and other childcare agencies, to guide and inform best practice. This results in significantly enhanced developments across all areas of the provision, particularly with regard to the outdoor learning environment. Written comments and views received from parents demonstrate high levels of satisfaction with the service and care provided. Staff are highly committed to continuous professional development, attending advanced training courses to extend their own knowledge and skills and to support and mentor new trainees. Recommendations from the previous inspection have been successfully addressed, leading to significant improvements in children's routines and learning. This enables children's independence and free choice during every day routines and in their creative play. Staff have attended training in delivering challenging mathematical activities, enabling them to support and extend children's problem solving, reasoning and numeracy skills through practical, play-based activities.

The provider and the staff team foster strong working partnerships with parents,

carers and other professional agencies to ensure that all children receive excellent levels of care and support. Parents are fully informed about their child's daily care and on-going learning experiences. Staff take time to discuss and review children's learning journey information with parents at regular intervals, creating some opportunities to offer support to parents for extending their child's learning in the home. However, this aspect of shared learning has not been explored to its full potential.

The nursery is bright and exceptionally well-maintained, creating an open and welcoming atmosphere in which children feel happy, safe and secure. Staff use their time well to respond to children's changing needs and routines, providing excellent levels of support for all children. A wide range of high quality toys and play materials are readily accessible to the children, enhancing all aspects of their play and learning.

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

Children make excellent progress towards the early learning goals because they are actively engaged in a stimulating programme of activities, which cover all areas of learning. Staff use their expert knowledge of each child's learning style and interests to best effect, engaging them in routines and activities which support and extend their capabilities. For example, babies and young children are encouraged to make independent choices from an early age, using gestures to point to their preferred toys and areas of play. They respond positively to care giving routines and become increasingly aware of their own identity, discovering more about their own likes and dislikes as they play and interact with others. They develop the confidence to explore and investigate, as they gain greater control over their free movement. Younger children are familiar with consistent routines, taking responsibility for their own needs as they seek out and find their own drink containers. They develop positive relationships with others, enjoying warm and friendly interactions with children and adults in small and large groups. They respond with smiles and joy to what they see and hear, moving their body and clapping their hands excitedly, in time to musical rhythms and sounds. They develop a sense of danger and how to make things safe, helping to sweep up spilled sand with a dustpan and brush, so that they do not slip over. They develop early mathematical concepts, recognising the difference between big and small objects as they construct, build and knock down tall towers.

Older children listen carefully to stories, recognising familiar words and sound patterns. They respond with a range of emotions as they relate to happy and sad feelings and sing about the 'spooky spider'. They develop their own creative and imaginative ideas, painting a picture of their own choice and using a range of textured materials to design a collage pattern. Child-centred information technology equipment is readily accessible to children so that they can investigate and find out how things work. Girls and boys demonstrate confident skills in pressing buttons to make toys move in different directions and to operate simple computer programmes.

Outdoor play is a significant feature of children's daily routine, providing exceptional learning opportunities. Children access an excellent range of toys and equipment to support their imaginative and investigative play. They concentrate intently as they explore how to create fast and slow water flow down the drainpipe slides. They freely make marks with a wide range of accessible creative materials. Children use numbers for counting in preparation for tidy-up time and to check that everyone is together before they come back inside the nursery. Staff ask skilful questions to encourage children to count forwards, backwards and to recall 'how many before' and 'how many left'. Their good health and nutrition is supported exceptionally well, ensuring that children value the importance of leading a healthy lifestyle. Children join in with celebratory events which help them to value and respect varied traditions and beliefs, forming strong bonds and friendships. They develop high levels of self-esteem, receiving lots of positive praise and encouragement for their developing skills and achievements. This enables all children to achieve to their best potential and beyond.

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