

The Honey Pots Day Nursery

Inspection report for early years provision

Unique reference number EY442478
Inspection date 23/07/2012
Inspector Karen Cooper

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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.

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Description of the setting

The Honey Pots Day Nursery was registered with the current owner in 2012. It is one of two nurseries privately owned by the same provider and operates from a large converted property in Swadlincote, Derbyshire. Children use rooms on the ground and first floors. There is a fully enclosed area available for outdoor play. The nursery serves the local and surrounding areas.

The nursery opens Monday to Friday all year round, with the exception of Bank Holidays. Sessions are from 7am until 7pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 50 children may attend the nursery at any one time, 21 of whom may be under two years of age. There are currently 50 children on roll, all of whom are in the early years age group. 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.

There are 10 staff employed to work with the children, plus the provider and a cook. All staff hold appropriate early years qualifications. The nursery receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this stimulating and welcoming setting. They have access to a variety of excellent toys and resources which encourage them to make good progress in their learning and development. Children are valued and their individuality respected. Positive partnerships have been established with parents and other early years professionals. Overall, the premises are safe and policies and procedures are mostly effective. Staff have a clear vision for the future of the setting and demonstrate a strong capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- take all reasonable steps to ensure all hazards to children are kept to a minimum; this specifically refers to computer leads and the glass panelled door (Suitable premises, environment and equipment). (also applies to the compulsory part of the Childcare Register) 01/08/2012

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

- develop further the process for evaluating the quality of the provision in order to clearly identify strengths and areas for future development.

The effectiveness of leadership and management of the early years provision

Staff demonstrate a good knowledge of safeguarding procedures and have attended training to ensure children are effectively protected. They are aware of the various signs and symptoms of possible abuse and the procedures to follow should they have a concern. All staff wear an identification badge which includes a photograph and Criminal Records Bureau information to further safeguard children. They are aware of their responsibilities to keep children safe. The premises are secure and there are good arrangements for admitting visitors and for handing children over to their parents. Most potential risks to children are effectively identified and minimised through a combination of daily checks and written risk assessments. However, the glass-panelled door leading to the outdoor play area is not safe and some low-level electrical leads pose a risk to children's safety. Rooms are well organised to provide a stimulating and welcoming environment which appeals to children. Resources are well deployed and are easily accessible, which fosters children's choice and independence.

Staff have a secure understanding of children's individual needs and recognise and value their differences. Children are able to access a broad selection of good quality resources to learn about the wider world and other cultures. Staff work well together and are committed to raising outcomes for children. They regularly attend training to develop their own professional development and are constantly looking for ways to improve their practice. They demonstrate a clear vision for the future of the setting. However, self-evaluation procedures have not yet been implemented to help further identify areas for improvement within the setting. Policies and procedures are regularly reviewed and are shared with staff and parents.

Relationships with parents are good and it is evident from questionnaires received that they appreciate and value the service provided. Information is shared, both formally and informally, through ongoing dialogue, regular newsletters, daily communication sheets and details posted on the notice board. The setting's daily planning is displayed to keep parents updated about the topics and activities their children are currently engaging in. Staff are fully aware of the importance of working with other professionals. They have formed positive links with the local and surrounding schools and pre-schools, and the use of a link book aids communication between settings. This ensures continuity of care for the children and enables staff to meet their individual needs.

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

Children are happy and settled and have formed strong relationships with each other and staff. They are valued as individuals and staff help them to feel good about themselves by frequently providing support, praise and encouragement, while managing their behaviour well. This helps build children's self-esteem. The freedom to choose their own play enables children either to follow their own interests or engage in an adult-led activity. Detailed targets are set which identify what children need to do in order to work towards the next steps in their learning. Learning journals are well presented with samples of children's work, photographs and observations. Information is shared with parents to ensure children's individual needs are met.

Staff are attentive to children's needs and younger children receive lots of cuddles and reassurance. This enables them to make good progress in their personal, social and emotional development. Children show they have learned to share, take turns, be respectful, make friends and behave in a positive manner. Staff provide worthwhile opportunities for all children to develop their vocabulary, express their feelings and understand what is expected of them. Older children are keen to listen to stories and younger children relish looking at favourite picture books. Good opportunities are provided for children to develop their simple mark-making skills. They enjoy painting on outside walls, chalking on blackboards and are becoming competent at holding pencils crayons correctly. Good labelling around the setting enables children to see their names, letters and words in print.

Children's basic mathematical skills are developing well. They are encouraged to count as they join in number rhymes and play with building blocks, and valuable opportunities are provided for older children to match and sort items according to colour, shape and size. Children are curious and inquisitive. They like finding out about features of the natural world, for example, growing cress seeds, discussing the life cycle of a caterpillar, observing ice cubes as they melt in the sunshine and calculating the amount as they disappear. They use a variety of programmable and electronic toys to help increase their understanding of how things work. Children have access to a variety of dressing up and role play items to develop their imagination and creative skills. They regularly join in craft activities and enjoy baking, collage, modelling, painting and drawings. Through their play and taking part in interesting activities, for example, linked to different festivals and celebrations, children learn respect for others' customs and beliefs.

Staff help children to have a good understanding how to keep themselves safe. They learn how to use outdoor climbing equipment safely and know the procedure for evacuation in an emergency. Children are encouraged to follow appropriate hygiene routines and know when to wash their hands. They enjoy a range of healthy snacks and freshly cooked meals. Menus are produced to provide parents with information about meal choices, and include dishes from different cultures. Drinking water is available to ensure children remain hydrated. Meal times are relaxed, social occasions when children and staff sit together around the table to enjoy their food and each other's company. Children benefit from a broad range of

outdoor toys and equipment which help to foster their good health. Effective use is made of the outdoor play area so that children can explore freely and develop their physical play.

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	3
The effectiveness of partnerships	2
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:

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:

- take action as specified in the early years section of the report (Suitability and safety of premises and equipment). 01/08/2012