

Honey Tots Day Nursery

Inspection report for early years provision

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Inspector

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Type of setting

Childcare - Non-Domestic

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Introduction

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Description of the setting

Honey Tots Day Nursery registered in 2010 and is privately owned by the provider Redeemed Christian Church of God. Honey Tots Day Nursery operates from two rooms and associated facilities within the Redeemed Christian Church of God, Stokes Croft, Bristol. Children have access to an outside play area. The nursery offers care to children living in and those whose parents work in the area. The nursery is registered on the Early Years Register. The nursery is open Monday to Friday from 8am to 6pm for 51 weeks of the year. A maximum of 60 children may attend at any one time. The nursery receives funding for free early education for children aged three and four years. There are 10 children on role within the early years age range. The nursery supports children who learn English as an additional language. The nursery employs five members of staff, including bank staff; of these four staff have qualifications in childcare to at least level 3 and one holds a level 2 qualification and is working towards a level 3 qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children enjoy their time at the nursery and some activities follow children's interest. Currently, weaknesses in the system of observational assessment, planning and provision of resources mean that activities do not fully match children's abilities. This does not maximise children's learning. Parents report positively about the nursery in general however, opportunities for them to be involved in children's learning are at an early stage of development. The nursery has undergone recent changes including the appointment of new staff and induction procedures are not fully developed. Overall the nursery demonstrates a suitable capacity to make gradual and continuous improvement.

What steps need to be taken to improve provision further?

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

- develop systematic observations and assessments of each child's achievements and use these to more closely identify learning priorities and plan relevant, motivating learning experiences for each child that match the expectations of the early learning goals
- implement a clear process of induction training that includes matters such as child protection; and helps all staff understand how the provision operates and their role and responsibilities within it
- develop further the use of resources including the outside area to enable children further opportunities to freely explore, use their senses and be physically active and exuberant across all areas of learning
- develop further partnership working with parents to ensure information is

shared and they are involved in their child's continuous learning and development.

The effectiveness of leadership and management of the early years provision

Overall, staff have a suitable awareness of safeguarding procedures and know what action to take should they have a safeguarding concern about a child. Secure recruitment procedures are in place. Staff carry out daily visual checks of the premises and this successfully minimises potential hazard to children in the play environment. Gradual staff induction processes mean that staff are just beginning to develop an awareness of their roles and responsibilities.

The newly appointed manager and staff are motivated to seek further improvement. Currently suitable plans broadly target the right areas for improvement and are beginning to have a positive effect. The nursery demonstrates gradual improvement albeit from a low starting point. The manager has begun to identify the priorities for improvement with the help of the local authority support worker. Recent improvements to the outside area have been successful in providing children with suitable variety in the outdoor play space. Resources overall are adequate although not extensive. They are sufficient to cover each area of learning and children make satisfactory progress overall. However, the planning and use of resources is not of a high enough quality for children to make good progress. In particular, the system of observational assessment is inconsistently applied and a new system is under development. Key workers plan activities to follow children's interests but do not plan sufficiently well to tailor activities closely to children's individual abilities. As a result, activity planning does not lead to the effective use of resources or provide rich learning experiences for children, in particular outdoors. This also means that practitioners do not strongly support children in free-flow or adult-led activities as children's next steps in learning are unclear.

Parents comment positively about the nursery in general, the friendliness of staff and that there is now stability in the staff team. An information board displays photographs of children's activities. Parents acknowledge the improvements to the outside area and are aware of the growing opportunities to be involved in the nursery. For example, some recently took part in a 'wishy-washy day', where adults and children had fun cleaning toy resources. Parents receive adequate information about their child's progress, although the quality of this information and the opportunities for them to contribute to children's next steps in learning are variable. The manager is ready to establish links with other settings to provide continuity of care and learning, when this becomes appropriate. The nursery suitably promotes equality and diversity as levels of engagement with parents and carers are beginning to be firmly established. Staff are beginning to gain a sound knowledge of each child's background and starting points. For example, through the improved 'All about me' documentation filled in when children first attend.

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

Children make adequate progress in their learning and development and suitably enjoy and achieve. They are beginning to benefit from the warm relationships with staff and the stability of a consistent staff team. Children are broadly content, relaxed and happily take part in the activities presented to them. Free-flow activities support children to make some choices about what they play with. They are beginning to display a sense of belonging as seen in the way children new to the nursery settle. Others show confidence in the way they go about their play. Staff are attentive and on hand to support and promote children's learning in general. However, they do not always make the most of children's play to fully promote their learning. This is because they lack a clear knowledge of children's next steps in development. Children make suitable progress in their language communication and literacy skills. The staff keep up an appropriate level of interaction and engage children in a dialogue that promotes their responses and develops their thinking. Children have easy access to some book resources. Children enjoy the small group times where they sing, sign, and follow action rhymes; and learn to listen and respond. They have a small group review session at the end of the day and this encourages children to say what they have learned and what they have enjoyed. Staff use this information to plan further activities that follow children's interest. Children have enough opportunities to count and to name shapes and colours. A recent theme concentrated on colours and wall displays demonstrate the fun children had painting, printing and making marks with hands fingers and brushes. Children thoroughly enjoy the opportunities to engage their imaginations in role-play. They use dressing up props and toy resources to enact familiar experiences such as going shopping with a purse, bag and baby doll. They suitably learn about the wider world through some planting and growing activities, explore capacity, construction and mark making during sand and water play. Overall children generally secure the skills they require to progress in their learning.

Children are developing a sense of security in the nursery. They are beginning to learn about and recognise danger. For example, adults prompt children to use the small slide safely and they begin to do so. They use the climbing frame and giggle in anticipation at the thrill of testing their physical skills. Children make regular use of the outside area each day. They have sit-on and stand-on equipment to test their scooting skills. Children behave well and learn appropriate boundaries to keep themselves and others safe. They learn about healthy eating at snack time and through activities such as 'cutting and sticking' activities with cut shapes of fruit and vegetables. Plans are in place to provide hot and healthy cooked options at lunch times instead of packed lunches. Children suitably develop their self-care skills through sensible hygiene routines.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

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

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

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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