

The Honeypt Nursery

127 St. Michaels Avenue, YEOVIL, Somerset, BA21 4LW

Inspection date

Previous inspection date

12/09/2012

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- Staff work very well together as a team and effectively recognise and support children's individual needs through most learning and play experiences.
- Children are settled and secure in the setting through the positive, friendly interaction with staff. Children develop positive attitudes to each other and behave very well.
- Children's communication and language development is given high priority and promoted effectively through the frequent opportunities they have to explore letters and sounds within their story and singing sessions.
- Regular monitoring of children's achievements effectively helps in tracking their progress and identifying any areas of learning where children may need further support.
- Staff practice is very well monitored through frequent supervision and appraisal procedures and they are supported effectively in ongoing training opportunities.

It is not yet outstanding because

- The organisation of some large group activities does not consistently support all children's learning and development.
- Information provided to parents about children's daily activities and opportunities for them to contribute to their child's learning are not yet fully established
- Children's access to resources covering each area of learning in the outside area is

sometimes inconsistent.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector completed two joint observations - one with deputy manager with older group and one with overall manager with younger age group.
- The inspector tracked the progress of three children of different ages and abilities and had discussions with each child's key person.
- The inspector met with management and key staff.
- The inspector viewed a selection of required documentation and children's development records.

Inspector

Mary Daniel

Full Report

Information about the setting

Honey Pot Nursery was registered in 2012 and was previously registered in 2008 and in 2003 under a separate business partnership. It operates from a converted doctors' surgery, situated in the town of Yeovil. Children have use of two interconnected playrooms, a sleep area, and separate toilets and nappy changing facilities. There is an enclosed garden area available for outdoor play and children also have use of an adjoining

allotment area. This privately owned nursery is open Monday to Friday from 8am to 6pm all year round. The nursery is registered on the Early Years Register. There are currently 52 children on roll. The nursery supports children with special educational needs and children who speak English as an additional language. The nursery receives funding to provide nursery education for children aged three and four years. The owner employs an overall nursery manager, who is a qualified primary teacher and has Early Years Professional Status. There are also 12 members of staff employed, the majority of whom have completed level 3 in National Vocational Qualification childcare training, or are currently undertaking this training.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- review the organisation of some larger group sessions so all children are fully engaged and motivated in these activities, and develop the use of resources in the outdoor areas by providing a wider range of mark making tools and materials
- improve the positive working partnerships with parents to provide more information on their children's daily activities and additional ways for parents to share information about their child's achievements at home.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are happy and settled. They interact positively with the friendly staff who recognise each child for their uniqueness. Children make good progress in their learning and development. Staff plan a range of activities and experiences that interest and stimulate children. Observations of their play are used very effectively to support their individual needs. For example, clear learning objectives are identified for each child based on their interests and abilities. This means that appropriate challenges promote the next stages of each child's overall development. Consequently, children are making good progress in relation to their developmental starting points.

Children show curiosity and enjoyment in their play. For example, they are keen to sit in the large sand pit and feel the sand between their toes. They readily express their ideas saying it feels 'cold' and 'soft'. Children realise that they need some water to make their sandcastles firm and carefully spoon sand into a bucket of water. They mix this together and see how the consistency changes and feels different as they stir. They successfully turn out their sandcastle and show great pride in their achievements. Children develop a positive 'can do' attitude in finding ways to solve simple practical problems. This helps them in developing the skills they will need for their future learning at school.

Children's communication and language is very effectively supported through their play. Staff are skilled at promoting children's understanding and speaking skills through use of signing and reinforcing words and sounds. All children respond positively to signing, which promotes inclusion very well. Planning includes frequent use of letters and sounds activities that help to develop the foundations for children's early reading. Regular story and singing sessions encourage children's listening skills very well. Staff make very good use of props to engage children with the story or song. However, during some large group activities younger children are not always fully engaged.

Children play in a comfortable and inviting learning environment. They explore different play areas with interest and are able to access a wide range of resources to support their ideas indoors. Staff use effective questioning asking children about their ideas. This helps children to start thinking for themselves about 'How, why and what' might happen in their play. As a result, children gain confidence in expressing their ideas and thoughts. For example, they show an interest in different farm animals. They understand that cheese, milk and yoghurt are produced by cows and goats. This interest is extended very well as children decide to make a model cow. Children become very involved as they use materials such as cardboard tubes and different textured circle shapes to design a wonderful model cow. They work well together sharing the collage materials and take responsibility for completing their own section. They show great pride with the final, slightly wobbly result. Children develop a positive attitude to discovering more about their world. They listen well and are motivated to participate in activities and most are fully engaged in their play.

The contribution of the early years provision to the well-being of children

Children's physical and emotional well-being is very well promoted. Planning includes promoting children's personal, social and emotional development in all activities. This helps children to learn about taking care of themselves. For example, they develop independence in taking off their shoes and socks before going in the outdoor sand pit. They learn about using tools safely in their play and practise fire drills together. Staff act as good role models and are reassuring and friendly. This helps children feel secure and they settle well in the nursery. Babies' home routines are followed and staff give lots of individual attention to help them feel secure. Toddlers go happily to staff for cuddles and children form positive relationships with their key person. Consequently, children are content and relaxed in the nursery, knowing their individual needs and routines will be met. This helps them develop positive attitude to their learning.

Staff use positive reinforcement and praise children often for their efforts. This helps children develop a clear sense of right and wrong and boosts their self-esteem. Children develop positive attitudes to others and learn about their world as they talk about different celebrations. For instance, they discuss the Olympic games, make models of the Olympic torch, and colour in flags of different countries. They have their own mini Olympics and take part in a variety of games. This helps children to act out what they see around them. Children take turns to be the 'helper of the day'. For example, they help staff to lay the

dinner table and get the cutlery and cups for their friends. Older children readily help their younger friends and hold their hands to take them to a favourite activity. As a result, they develop a positive sense of responsibility. Children make their own choices from the exciting range of toys and resources available. Children have lots of fun playing outside and their learning is well promoted in the outdoor areas, overall. However, at times the range of creative resources available outside to promote children's mark making skills is not extensive. Children enjoy visiting the adjoining allotment and learn that plants need sunshine and water to grow. They readily help to dig and plant fruit and vegetables, which they sometimes sample. They enjoy a nutritious range of well-balanced meals, such as roast meat and vegetables, fish pie or tuna pasta bake. They eat fresh fruit with enjoyment at snack times and are encouraged to take regular drinks, especially when playing outside. As a result, children enjoy a range of foods that they know will help them grow strong and keep fit. Continuous access to the outdoor area is available throughout the day and children have lots of opportunities to play outside. They have great fun climbing, sliding and clambering on the outside play equipment, while using their imagination in play. For example, staff throw a large sheet over the climbing frame and children make this into their den. Younger children are eager to make their first attempts at climbing and sliding on a smaller slide. Consequently, children's physical development is promoted very well through play and they are encouraged to be aware of the importance of a healthy lifestyle.

Children's safety is supported and they are encouraged to take safe risks in their play. For instance, younger children are eager to make their first attempts at climbing up the steps of a smaller slide. Staff are observant and provide appropriate support for them to get over the top step and sit sensibly at the top. On outings children wear high visibility vests and staff talk to them about safety issues. Children are actively encouraged to remember to walk inside and not run. This has effectively helped to reduce accidents and helped children to think more about how they move around in their play. As a result, children develop a positive sense of looking after themselves to keep safe from harm.

The effectiveness of the leadership and management of the early years provision

Children's welfare is very well supported. Staff have all completed safeguarding training and are knowledgeable of procedures to follow should a concern arise. Management implement clear recruitment procedures to assess suitability of staff, to ensure children are cared for by suitable adults. Most staff are qualified and receive ongoing appraisal and supervision to build on their professional development. For instance, they have all received training on the revised Early Years Foundation Stage requirements. All staff take responsibility for different aspects of children's learning and well-being. As a result, staff are secure in their roles and work very well together as a team. This impacts positively on the provision offered to children and provides them with an overall range of stimulating and exciting play experiences.

Positive partnerships are formed with other agencies involved in children's care and information is frequently shared on their development. This is then fed into planning so

children provide an overall consistent approach in their learning. Parents feel their children are making positive progress at the nursery and feel staff are friendly and approachable. They have recognised how practice is improving and say their children enjoy going to Honey Pot nursery. Parents are able to liaise with their child's key person about their development. However, ways of sharing their observations of their child's achievements at home and, at times, the information on children's daily play activities are sometimes limited. This impacts on some aspects of continuity in children's learning. Parents overall involvement is encouraged through a liaison group and several social events are held throughout the year. These events also include showing parents the different play activities offered and how these support children's learning. As a result, children see the positive interaction between staff and their parents and feel secure in the environment.

Clear strategies are in place to promote ongoing improvement. For instance, very effective evaluation and monitoring systems are implemented. This helps management and staff to identify any gaps in children's learning and clearly monitors their developmental progress. Consequently, children are provided with activities that provide sufficient challenges and motivate them in their play. Evaluation is ongoing, for example through regular staff meetings and discussions. Areas for improvement are identified and ongoing action plans are formed. This promotes continual improvement and has a positive impact on outcomes for children overall.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

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Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met

The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY445350
Local authority	Somerset
Inspection number	786997
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	36
Number of children on roll	52
Name of provider	Robson (Yeovil) Limited
Date of previous inspection	Not applicable
Telephone number	01935420255

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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