

Honey Pot Day Nursery (Childwall)

70 Childwall Valley Road, Liverpool, L16 4PE

Inspection date

Previous inspection date

17/09/2012

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

- Relationships between practitioners, parents and their children are very strong. There is a high degree of trust and an appreciation of the help given in accessing specialist help and support where this is needed.
- The nursery is beautifully presented and very well equipped both indoors and out. Children have access to a wide range of appropriate learning opportunities.
- The nursery's Early Years Professional works very well with the management team to raise standards and improve outcomes for children.
- Every practitioner has high expectations for children and a good awareness of how young children learn. As a result, children make good progress in relation to their starting points.

It is not yet outstanding because

- The systems for deploying staff when the nursery team is compromised due to holidays and sickness is not well established to promote a strong continuity in care.
- Systems for ensuring information included in children's individual health care plans lack clarity and are not always kept up-to-date to fully promote children's health.

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.

The provision is also registered on the compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the three main play rooms and both of the outside learning environments.
- The inspector held meetings with the acting managers of the provision and the owner of the nursery.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the nursery, the provider's self-evaluation form and a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and in information included in parent evaluation forms.

Inspector

Rachel Deputy

Full Report

Information about the setting

Honey Pot Day Nursery (Childwall) is one of three provisions run by Honey Pot Nursery Ltd and was registered in 2012. The nursery operates from three playrooms over two floors of a detached property situated in Childwall, Liverpool. It has full disabled access and facilities to the ground floor. The nursery serves a wide catchment area. It is accessible to

all children and there are two fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday all year round with the exception of bank holidays. Sessions are from 8am until 6pm. 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.

The provision employs 10 staff to work with the children; of whom, all have a relevant early years qualification. Additional staff are employed for cleaning and food preparation. They are supported by the local authority and a quality improvement advisor.

What the setting needs to do to improve further

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

- improve the processes for recording children's individual health care needs to ensure that they are always kept up-to-date
- review operational plans in relation to staff deployment to ensure that continuity of care is not compromised as a result of staff absences.

Inspection judgements

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

The educational programmes at the nursery provide interesting and challenging experiences across the seven areas of learning. Children's individual needs are met because practitioners have a secure understanding of how to promote learning and development. Children are supported in the acquisition of language and communication skills because practitioners listen perceptively to them and skilfully ask questions during tasks to improve learning. Children have opportunities to become involved in the decision making processes at the nursery as they are consulted about which activities they would like to carry out. Children learn about new technology as they use a lap top and enjoy the 'listening station' where they play their favourite music or listen to audio books.

Children are developing an understanding of the world around them as they visit local areas of interest and celebrate religious festivals, such as Jewish New Year. This means that children are developing a respect and tolerance for cultures and beliefs that may be different to their own.

All children are making good progress in relation to their starting points, including those who speak English as an additional language. Transition arrangements for children going to school have not yet been established because the setting has only recently opened. However, leaders demonstrate a secure understanding of the importance of supporting

children's transitions. Children's good progress ensures that they are developing the skills they need for the next steps in their learning, such as when they start school.

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

Relationships are strong at all levels. A well-established key person system helps children to form secure attachments. As a result, children are happy and content at the nursery and show high levels of self-confidence. For example, they confidently introduce themselves to the inspector and talk about what they are doing. Practitioners are good role models; they speak to the children and each other with respect, modelling positive language use. Children are learning to respect and tolerate each other's differences as they discuss their feelings and negotiate taking turns. Children's behaviour at the setting is very good because practitioners use consistently applied strategies and provide clear guidance for children about what is acceptable behaviour.

Children have lots of opportunities to enjoy a challenging and stimulating outdoor area. They learn to climb and balance as they build with large crates. As a result, they gain an understanding of the need for physical exercise. For example, children talk about their hearts 'pounding' when they run around and their 'muscles getting bigger' as they lift heavy crates.

Children's independence is promoted because the nursery is thoughtfully arranged to ensure that toys and equipment are accessible. The learning environment provides a range of experiences that develop children's growing independence. For example, in the baby room, a beautifully presented black and white area visually stimulates young babies. Their early movement is supported as they are encouraged to enjoy 'tummy time'.

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

Arrangements for safeguarding children are strong and well-embedded because leaders and managers understand the safeguarding and welfare requirements of the Early Years Foundation Stage. Clear policies and procedures are known and understood by all staff and implemented consistently. A number of staff have a first aid qualification which means that they are able to respond to children's needs effectively. However, some documentation relating to children's medical needs is not accurately recorded. Although procedures for administering medicines are robust, the lack of clarity around some information included in care plans may impact on the promotion of children's good health. Planning and assessment are monitored and guided by a strong leadership team to ensure that they are consistent and based on a good understanding of how young children learn and develop. The nursery team demonstrate a good understanding of their role in identifying additional learning needs. The management team have developed positive partnerships with external agencies, such as their local children's centre and demonstrate a clear understanding of the importance of partnership working.

A positive relationship with parents and carers is a key strength of this setting and makes

a strong contribution to meeting children's needs. For example, the nursery has recently set up a 'parent practitioner association' group who will be heavily involved in decision making at the nursery. Parents have been invited to work with the setting to devise a 'superhero and fantasy play' policy as a result of a recent training course attended by the nursery's Early Years Professional.

Self-evaluation is a priority for the nursery. Areas for improvement are well-targeted and improve outcomes for children. For example, as part of a national auditing campaign linked to literacy skills, the nursery have reviewed their books and identified the need to supply a bigger variation of topics, such as science and religion. They have acted upon this and children now enjoy a good range of reading materials in inviting cosy areas.

The management team have systems in place for performance management. Practitioners are observed regularly by a member of the senior management team and areas for improvement are identified. Each member of staff has a personal development plan to help them improve their knowledge, understanding and practice. However, this system is in its infancy and its impact is not yet clear. For the most part, staff are deployed well; however, systems for managing staff absences are not robust and can occasionally result in some children feeling unsettled. For example, during inspection, at times key staff were unavailable to support children settling into the nursery. The owner is aware of this and plans to review the allocation of staff holidays during key times.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

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.
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	EY443365
Local authority	Liverpool
Inspection number	786407
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	23 - 38
Total number of places	40
Number of children on roll	61
Name of provider	Honey Pot Nursery Ltd
Date of previous inspection	Not applicable
Telephone number	0151 4942373

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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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