

The Honeytree Day Nursery

Weston General Hospital, Grange Road, Uphill, WESTON-SUPER-MARE, Avon, BS23 4TQ

Inspection date

12/12/2012

Previous inspection date

19/02/2010

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are secure and happy due to the caring staff. They help children to settle and are attentive to their individual needs.
- Children's independence and self-care skills are promoted well because staff give clear guidance and encourage children to do things for themselves.
- Staff establish effective partnerships with external agencies to support children from vulnerable families and with special educational needs and/ or disabilities.

It is not yet good because

- The system of assessment is not rigorous as it is not based on an accurate assessment of children's skills prior to joining the nursery.
- Observations are not consistently undertaken on all children so that the priorities in their learning are clearly identified and planned for.
- Opportunities for parents to contribute to their child's learning are not fully established.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspection was carried out by one inspector.
 - The inspector observed children's play and staff interaction, indoors and outdoors.
 - The inspector and manager undertook a joint observation of a group activity.
 - The inspector talked with most staff in each room, one parent and held discussions with the manager.
- The inspector discussed the self-evaluation document and looked at a selection of policies, procedures, staff suitability records, children's records and development plans.

Inspector

Debbie Starr

Full Report

Information about the setting

The Honeytree Day Nursery is one of three run by The Honeytree Day Nursery Limited. It opened in 2006 and operates from purpose-built premises within the grounds of Weston General Hospital, Uphill, Weston-super-Mare. All children share access to a secure enclosed outdoor play area. The nursery serves the staff of the hospital and the local

community.

The nursery opens from 7am to 6pm from Monday to Friday all year round except for Bank Holidays and Christmas. It is registered on the Early Years Register and both parts of the Childcare Register. There are currently 61 children on roll in the early years age range. The nursery supports children with special educational needs and for whom English is an additional language. The nursery receives funding to provide free early years education for two, three and four-year-olds.

The owner employs 9 staff members who work directly with the children; of these, all hold appropriate early years level 2 qualifications or above. The graduate leader holds a degree in early years and Early Years Professional Status. The setting also employs a cook with appropriate food hygiene qualifications.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- improve the use of assessments and the planning of activities and experiences for each child by gathering information about children's starting points. Undertake observations of what all children can do and use these to identify their next individual steps to ensure they continue to make progress.

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

- establish more effective partnerships with parents to promote a shared approach and continuity in children's learning.
- develop further the systems for monitoring staff's assessment of children's progress to ensure consistency for all children.

Inspection judgements

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

Children of all ages participate over time in a range of activities that cover all areas of learning and, at times, these have sufficient depth and breadth. Children of all ages show they are settled and they have a strong sense of belonging. They have freedom throughout the day to move between activities in their playrooms and make independent choices. Overall, children's learning and development is in line with the expected

developmental ranges for their age groups. Assessment of children with special needs shows they are consistently improving over time and the gap is closing. However, the assessment process is not wholly secure, as children's starting points are not clearly identified when they first join the nursery. Systems are in place to monitor the children's development and most staff observe and record what the children can do. However, where regular observations are not in place for some children their achievements are not assessed effectively. As a result, staff do not always track and plan for children's progress. Consequently, at times the range of activities and experiences provided for the children are general and not yet consistently aimed at their individual needs and next steps in learning. Staff share children's achievements through daily discussion and at regular parent evenings throughout the year. However, staff do consistently encourage parents to support and share what they know about their child's learning and development at home. Staff are developing appropriate systems to enable relevant assessments to be made for two-year-old children, and these are shared with parents.

All children do not always get the support that they need from staff to help them to reshape their activities, develop their thinking and improve their learning. Staff are well deployed throughout the garden area to ensure children are safe. However, some do not consistently engage with children to support their interests. For example, children choose a paintbrush but their interest in making marks is not sustained as there are no other resources available. The garden provides interesting challenges for children to climb and develop coordination and balance. However, staff do not offer or model ideas as to how children can build on their skills, moving in different ways. On the other hand, some children show that they can concentrate well and do have the support they need to extend their learning and develop their ideas. This is achieved through appropriate questioning, the introduction of new words, recall of experiences and repetition of familiar phrases when observing the weather conditions and re-enacting favourite stories. Children are curious and take time to explore new experiences such as artificial snow.

Staff support children's emerging communication and language well overall. Staff sit close to babies and toddlers, describe what they are doing and respond to their babbling and initial sounds. Two to three year olds listen to instructions and choose books. However their interest in stories and songs is not fully supported through circle times as their ability to listen is limited by background noise from the adjoining area. As a result some children are easily distracted and lose interest. Pre-school children enthusiastically join in 'Jolly Phonics' sessions and successfully link sounds and words. Name cards at lunchtime and on coat pegs support children to recognise familiar letters in their name. Occasional use of sign language by staff during the day encourages children to communicate in other ways, particularly during songs. Children are obtaining the skills, attitudes and dispositions they need to be ready for school or the next stage of learning overall.

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

An appropriate key person system supports children's well-being and helps them to form positive attachments. Babies' home routines are followed and staff give individual attention to help them feel secure. Singing along with staff to the 'please and thank you'

song' encourages politeness and respect. Older children are supported to take turns and listen to others when holding 'Edith bear' at circle time'. Staff manage children's behaviour effectively overall through a consistent approach that is understood by the children. Their self-esteem is promoted and their achievements recognised through the display of 'wow' stickers, 'Golden Star' of the day and ongoing praise.

Children develop an understanding of healthy lifestyles as they play outside regularly throughout the day and in all weathers. Children are supported well to develop self care skills and demonstrate increasing independence in managing their personal needs. Young children spontaneously follow good hygiene routines before meals and older children understand the reason why. Children enjoy nutritious and balanced snacks and meals that are freshly prepared. Weekly cookery sessions lead by the nursery cook promotes older children's understanding of healthy foods. Pre-school children serve their own food and pour their own gravy and drinking water when thirsty at various times of the day. Children demonstrate an understanding of their personal safety and recognise that they must wear 'pretend' hard hats when playing in the builders' area of the garden. Children are starting to take risks as they walk independently along raised wooden sleepers in the garden.

The wide range of suitable resources ensures that children have access to resources that are appropriate to their developmental stages. Children learn to understand about similarities and differences as they learn about a range of different cultural celebrations. Some parents share their cultural heritage and children wear traditional clothing at special times. Children's home language is valued and most parents share significant words that are used at appropriate times by staff. Children are content and relaxed throughout the nursery. This helps them develop a positive attitude to their learning.

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

Staff have a sound understanding of the safeguarding and welfare requirements. Management follow appropriate procedures to appoint suitable staff. Suitable induction procedures, supervision, appraisal and access to training support and promote staff's professional development. Staff have a clear understanding of how to protect children if they have a concern and there are sound procedures in place. Regular discussion at team meetings ensures staff understanding is reviewed. The manager attends training to ensure her knowledge of child protection procedures and broader issues is current. Reviewed risk assessments and daily visual checks by staff enable them to minimise potential risks to children so that they are cared for in a safe and secure environment.

Monitoring of the education programmes by the management team is not yet fully effective in identifying all areas for improvement. Regular review of the provision is undertaken by the management team and staff with input from the local authority consultant. Occasional questionnaires seek parent's views and this has had some impact particularly with regard to the balance of food provided throughout the day. Future actions are focused on the need for staff to develop a greater depth of understanding of each child to more effectively support their development and to develop the outside area to

offer a broader range of experiences at all times that reflect the wider curriculum.

There is good partnership working with a range of other professionals to target, support and review the arrangements for vulnerable children and those with special educational needs. The nursery provides parents with useful information about its policies, practice and care of children. This is achieved through displays, daily discussion, daily sheets for babies and toddlers, newsletters and photographs illustrating children's activities. Parents express their appreciation of the staff's work, value the flexible care arrangements on offer and progress their children make. Positive links with other early years providers that children attend promote a shared approach to children's care and learning. The nursery establishes positive links with local schools. Most reception teachers visit children in the setting to gain an overview of their development. Children look at books, which focus on moving on and they talk about their feelings during circle times. Children gain confidence in this way to ease their transfer to school.

The Childcare Register

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

The requirements for the voluntary 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	EY321440
Local authority	North Somerset
Inspection number	895693
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	58
Number of children on roll	61
Name of provider	The Honeytree Day Nursery Ltd
Date of previous inspection	19/02/2010
Telephone number	01934414471

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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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