

# The Honey Pots Day Nursery Limited

6 Derby Road, BURTON-ON-TRENT, Staffordshire, DE14 1RU

<b>Inspection date</b>	22/01/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	2 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 provide a broad range of experiences to promote children's learning and development to help them make good progress from their starting points.
- Staff place a real emphasis on fostering children's personal, social and emotional development. Consequently, all children are content, comfortable and display a strong sense of belonging and form positive relationships with others.
- Children are kept safe and their care needs are met well by enthusiastic staff who are supported well by the strong leadership and management team.
- Staff develop positive relationships with parents and carers and use a range of methods to strengthen the link between home and nursery.

### It is not yet outstanding because

- The programme for mathematics needs further developing to include increased practical opportunities for more able children to consider concepts, such as weight, measures, capacity, make comparisons with quantities and use numerals in their play.
- The organisation of resources, such as water, sand, arts and craft materials does not provide increased opportunities for children to access these resources freely throughout the day, to further enhance choice and enjoyment.

## 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 inspector observed activities in the playrooms.
- The inspector held meetings with the manager and registered person of the provision.
  - The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's development plan and a range of other documentation.
- The inspector also took account of the views of parents and carers from the feedback questionnaires.

## Inspector

Parm Sansoyer

## Full Report

### Information about the setting

Honey Pots Day Nursery Limited first opened in 2001. It is privately owned and managed. The nursery re-registered in 2012. It operates from converted domestic premises in Burton-on-Trent, Staffordshire. Children over two years are cared for on the ground floor

and children under two years on the first floor, which is accessed by a staircase. The nursery serves the local and surrounding areas. There is a fully enclosed area available for outdoor play.

The nursery opens Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 7pm. Children are able to attend for a variety of sessions. The nursery also offers a before and after school service to children attending the local schools aged from four to nine years, from 7am to 9am and 3pm to 7pm. There are currently 57 children on roll, of whom 50 are in the early years age range. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery provides funded early education for two-, three- and four-year-old children.

The nursery employs 11 members of staff. Of these, nine hold a qualification at level 3 in early years and two hold a qualification at level 2 in early years. The nursery receives support from the local authority.

### **What the setting needs to do to improve further**

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

- provide increased practical opportunities for more able children to consider concepts, such as weight, measures, capacity and make comparisons with quantities and use numerals in their play
- make resources, such as sand, water, arts and crafts more freely available for children to use at their own leisure to further enhance choice and enjoyment.

### **Inspection judgements**

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

A good range of planned, purposeful play and an interesting range of topics such as 'All about me', 'Mini beasts' and 'People who help us' provides well for children's learning and development. Regular observations of what the children can do and what they enjoy are used to inform the flexible planning and the educational programme. All adults are deployed well to support children's learning and their care needs. There are effective systems in place to encourage parents and carers to support and share information about their children's learning at home. For example, play boxes with resources and the 'Learning links' sheets, which provide activity ideas to try at home, are available for parents and carers to help increase their children's communication, language and literacy

skills.

Staff place a clear emphasis on fostering the children's personal, social and emotional development. Children are cared for in rooms according to their age and ability and confidently explore their environment and are keen to try new experiences. Staff provide daily opportunities for children to be physical indoors and outdoors to use the broad range of physical play resources available. In addition, indoors, babies are given the space to move, roll and stretch and the more able babies use resources, such as push-along toys and rockers in a safe environment.

Specific programmes are used well throughout the nursery to promote children's language and communication skills. For example, staff plan daily opportunities for children to engage in games to increase their listening skills and to consider sounds and use 'feely bags' with objects in them, to increase their vocabulary. Children enjoy songs, rhymes and stories which are used well to further increase their language development. Staff provide a good range of resources for children to build secure foundations for early literacy through having a varied range of opportunities to make marks, make sense of symbols and to recognise their own names. Circle time and registration are used well to help more able children learn to recognise their names, familiar words and to link sounds and letters, such as through the 'letter of the week'.

The children's understanding of the world is developing well to help them make sense of the world. They show a keen interest in the outdoors and changes in the environment in relation to the changing seasons. They begin to show a keen interest in living things. For example, children observe the life cycle of the butterfly and use binoculars and magnifying glasses to investigate insects and snails. They have opportunities to plant and care for vegetables, such as carrots and peas and observe their growth by using transparent viewers. They begin to gain an understanding of their own and others cultures and diversity through themed activities, listening to music and tasting various foods from around the world.

Staff provide good opportunities for children to seek patterns, count, sort and match through a range of games, puzzles, construction toys and the computer. Children begin to learn about early calculation as they happily participate in singing number rhymes. However, more able children have fewer opportunities to experience concepts, such as weight, measures, capacity and make comparisons with quantities and use numerals in their play, to further enhance their learning.

Staff provide a varied range of opportunities for children to express their creativity and imagination through using a variety of arts and crafts materials, small world toys, role play resources and musical instruments. In addition, staff provide a broad range of opportunities for children to explore a variety of painting techniques and use their senses to explore resources, such as cooked rice, pasta, shaving foam, glitter or cornflour mixed with water. However, some resources, such as sand, water, arts and craft materials are not made freely available for children to use at their own leisure, to further enhance choice and enjoyment.

Staff place a good emphasis on working with other settings that the children attend or

transfer to. For example, there are strong links with the three main local feeder schools to support their care and education. Children attending the before and after school service have use of the ground floor facilities. Consequently, children freely explore and discover both indoors and outdoors, which complements their school day well.

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

Children are well-prepared for transition within the nursery due to the effective sharing of information between the staff team. They are cared for in rooms according to their age and ability and the routines are organised with their care needs in mind. This coupled with an effective assigned key person system means staff know the children's likes and dislikes and provide well for their needs. All children, including babies, show a sense of belonging and are confident in their environment. Children achieve well because staff focus on supporting all of the children, especially the younger and less able children. Children are well-behaved and staff are consistent in their approach to behaviour management, which helps children learn right from wrong.

Children learn how to stay safe through gentle reminders from staff of how to care for the environment, resources and each other. A clear focus is placed on safety, as children visit the pedestrian crossing and discuss how to use it safely. Visitors are invited into the nursery, such as the police and fire brigade, to help reinforce the message of staying safe. Staff organise the daily routine well to ensure children benefit from the access to fresh air and the outdoor environment to be active and physical. Children are provided with and enjoy healthy and nutritious meals, snack and drinks, which are freshly prepared on site.

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

The manager, deputy and registered person work well together and have a good overview of the educational programmes and ensure a varied range of stimulating activities are provided to capture the children's interest. Secure monitoring systems ensure staff are supported well to build on their practice through attending additional training and using recognised initiatives to raise children's achievements. The leadership team have an accurate understanding of further areas for improvement and consequently, they continue to secure improvement. They routinely make good use of a range of effective monitoring activities to improve practice. For example, they make regular observations of staff practice within the rooms and target new staff, who may need additional support.

A designated team member who is knowledgeable about child protection takes a lead responsibility for safeguarding issues. All staff know and clearly understand their roles and responsibilities in relation to safeguarding children. There are effective procedures in place for the vetting and induction of staff to help secure children's welfare. All the required records, policies and procedures are in place and up-to-date. Robust risk assessments of all areas that children use, children's outings and school collection procedures, help keep children safe.

Effective partnerships between other professionals, staff, parents and carers means that

children's health, education and welfare are supported well. Parents are kept well-informed about the provision, curriculum and all aspects of their children's achievements and progress. For example, noticeboards, regular newsletters and information about topics, activities and how parents can further support learning at home, contributes well to helping children make good progress.

### 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**

<b>Unique reference number</b>	EY442729
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	810405
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	34
<b>Number of children on roll</b>	57
<b>Name of provider</b>	The Honey Pots Day nursery Limited
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01283539200

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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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