

The Hunnypot Day Nursery

58 Rawthorpe Lane, HUDDERSFIELD, HD5 9NU

Inspection date

Previous inspection date

14/03/2013

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

- There are good relationships between the parents, children and practitioners. This is due to effective key persons, home visits and gathering detailed information when children start. This means children feel safe, secure and happy at the setting.
- Through practitioner's accurate observations, assessment, active involvement in children's play and working very well with external agencies, they effectively support all children's progression.
- Effective performance management, including peer observations, contribute to practitioners having high expectations, drive and ambition to improve children's care and learning.
- The children approach their play with confidence, excitement and enthusiasm. This is because practitioners provide a wide range of activities, including making good use of the outdoor classroom.

It is not yet outstanding because

- The organisation and range of resources available in some role play areas lacks excitement. Therefore, ways to promote children's vivid imagination are not maximised.
- Practitioners are sometimes inconsistent in regard to the information they are sharing with parents about their child's progression. Therefore, parents cannot take full advantage of opportunities to support their child's learning.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 arrived at the setting, had a tour of all the premises and observed activities in the baby, toddler and pre-school rooms and outdoors.
- The inspector held a meeting with the manager and Early Years Professional. She looked at children's assessment records, planning documentation, evidence of suitability of practitioners and a range of other documentation.
- The inspector took account of the views of parents and carers spoken to on the day and through information provided in documentation and during discussions with the manager.

Inspector

Helen Blackburn

Full Report

Information about the setting

The Hunnypot Day Nursery was re-registered by the current owner in 2012 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in the Rawthorpe area of Huddersfield, and is managed by Hunnypot Limited. The nursery serves the local and wider area and is accessible to all children. It operates from a converted house and there is a fully enclosed area available for outdoor play.

The nursery employs 10 members of childcare staff. Of these, six hold appropriate early years qualifications at level 3, two at level 2, one at level 4 and one is qualified at Early Years Professional Status. In addition, two members of staff are training towards a further qualification.

The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 45 children attending, of these 40 are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

The nursery is a member of the National Day Nursery Association. They are affiliated to Rawthorpe Sure Start Centre and they have successfully completed the Kirklees Quality Assurance Award.

What the setting needs to do to improve further

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

- improve educational programmes for expressive arts and design; improve imaginative experiences by providing interesting well-resourced role play areas that reflect everyday life, such as mirrors, magazines and areas for washing hair in the 'hairdresser's salon'
- ensure practitioners provide consistent information to parents about their child's progress and how they can support this at home.

Inspection judgements

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

Practitioners have a good understanding of the learning and development requirements. They interact well with children and are actively involved in children's play so that they effectively support their learning and progression. For example, they skilfully question children, listen to their ideas and encourage them to join in activities. This means children are motivated and enthusiastic learners who are highly engaged in their play. Practitioners regularly observe and assess children's progress, which means they have an accurate understanding of each child's abilities, likes and needs across all areas of learning. They use this information well to plan a wide range of experiences to support each child's progression, including effectively incorporating their individual likes and preferences. For example, practitioners provide ropes on an unused slope in the outdoor area when children show an interest in using this area for climbing. In addition to planning to children's likes, practitioners plan activities around themes, such as seasons, festivals and special events. This enables them to provide a wide range of experiences, both indoors and outdoors. For example, children thoroughly enjoy playing in the outdoor classroom, where they have the opportunity to talk about the different seasons and explore the wildlife around the nursery. In addition, resources in the outdoor classroom enable children to explore things on a larger scale. For instance, magnetic white boards, musical instruments and creative activities. The outdoor classroom promotes all areas of learning and this supports well progression for those who prefer to learn outdoors, such as some boys.

Practitioners' positive interactions and high levels of engagement in children's play contribute to them effectively supporting children's language and communication. For example, when engaging with babies practitioners provide good eye contact, they introduce simple words and provide running commentaries about what is happening in the activity. As a result, babies laugh, babble and repeat simple words with excitement. In addition, with the older children, practitioners listen to them and provide the time and space for them to talk about their own experiences. As a result, older children are confident speakers; they ask questions and engage easily in conversations. For example, children talk about the foods they think animals will eat, such as elephants eating peanuts, and express their own ideas that lions may like worms. These conversations effectively promote children's language as well as fostering their creativity and thinking skills. Children enjoy books, for example, younger children listen attentively to stories, they talk about what they see and predict their own endings. This supports well children's early literacy development. In addition, older children are eager to write their own name and look for letters they recognise on the computer. Through songs, rhymes, jigsaws and fun games, practitioners introduce all children to number and other mathematical concepts. For example, one more, one less, position, size, comparison and matching. Babies learn how to solve simple problems when looking for the hidden duck in the water play. For the younger children, practitioners encourage children to help clear the table at lunchtime; this helps children to make one-to-one conversations because they recognise each child has their own plate and cup. In addition, by introducing older children to timers, such as clocks and sand timers, practitioners are helping children to learn about concepts, such as before, later and soon.

Practitioners provide good opportunities for children to explore different medias and textures, such as dough, sand, water, jelly, pasta, pebbles, ribbons, shells and paint. This effectively supports children's physical development and senses as they handle, squeeze,

prod and manipulate different objects. For example, babies excitedly move all their bodies when splashing in the water and younger children enjoy moulding the sand and feeling the texture of the paint on their hands. All children enjoy taking part in physical activities. For example, older children thoroughly enjoy building and designing with the large recyclable objects, such as tyres, guttering and planks of wood. They use the materials in a variety of ways to create bridges and roads for their balls to roll under, through and over. In addition, younger children demonstrate their skills in riding bikes, kicking balls and climbing when playing outdoors. Practitioners provide good opportunities for children to express their own ideas through music, arts and crafts. This fosters well children's development in expressive arts and design. For instance, older children use the threading boards to create their own patterns and babies enjoy making noises as they shake the toys and press buttons to make music. In addition, practitioners provide a varied range of role play experiences for children. These include hospitals, hairdressers and areas that represent home experiences, such as putting baby to bed and making tea. Overall, these opportunities contribute to fostering children's imagination. However, the organisation and lack of resources in some role play areas mean they are not always inspiring children to join in or to use their imagination so that they can reflect real life experiences. For example, when playing in the 'hairdresser's salon', children have no access to mirrors, magazines or areas to pretend to wash hair. The children are learning well about the world in which they live. For example, all children go on outings in the local community and through posters, activities that celebrate different cultural events, looking at nature and seasons, children's understanding of the world is fostered well. For example, children take part in numerous growing and planting activities and they use recyclable objects in their play.

Through a number of activities, children are supported well in becoming independent learners. For example, children of all ages can make their own choices in play. This supports children in becoming enthusiastic and motivated learners. Through effective planning and meeting children's individual needs, practitioners prepare children well for their next stage in learning, such as starting school. This includes holding transition meetings with parents and local schools so that they can all share their ideas, discuss their worries, talk about what to expect and look at ways to best support children during the process. Following these meetings, practitioners now routinely engage older children in physical education sessions so that they acquire the skills to dress and undress. This is because it was an area highlighted by teachers that most children find difficult when starting school. This effective communication and partnership working contributes to children being well prepared for school.

Practitioners fully understand the importance of involving parents in their child's learning. For example, when they start at the setting they receive good information on how the Early Years Foundation Stage is delivered. Through daily diaries, discussion, 'what I have done at home' forms and access to their child's progress records, overall, practitioners are taking positive steps to share information regarding children's progress. In addition, practitioners are always looking at new ways to engage parents in their child's learning. This means they have introduced an individual learning plan for each child. This provides a regular update to parents about their child's strengths, next steps and what activities they can do at home to support their learning. This learning plan is new and as a result, there is a little inconsistency in the balance of information practitioners are sharing with parents.

For example, some focus more on next steps, whilst others on children's strengths. This means practitioners are not providing maximum opportunities for some parents to support their child's learning. Although, practitioners work very well with parents if there are significant emerging concerns or if children have an identified special educational need or disability. For example, they regularly share information, discuss progress and devise clear targeted plans so that individual learning is tailored to each child's' specific needs.

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

Practitioners seek detailed information from parents when children start at the setting. They do this through a variety of ways, such as seeking written information, home visits and discussion. For example, all parents are offered a home visit and this contributes to children and parents building up positive relationships with the key person from the start of the care arrangement. Through sharing this relevant information, practitioners are fully aware of children's likes, needs and routines. This means they effectively promote continuity of care for children. For example, they build into the day children's individual routines, such as sleep patterns. They also encourage children to bring comfort items, such as blankets and favourite toys, that help them settle. This provides security and reassurance for children. This, alongside the effective key person system, contributes to strong bonds, attachments and good relationships between the children and practitioners. This means children are happy, feel safe and settled within the setting.

Practitioners are friendly and they provide a welcoming and familiar environment for children. For example, by displaying children's work and photographs of their family around the setting, practitioners provide children with a sense of belonging. Practitioners are positive role models for children and they provide consistent routines and boundaries for them. For example, they make effective use of praise to show children they are pleased with them and what they have achieved. This results in children behaving well for their ages and promotes high self-esteem and confidence. Through play and gentle reminders children learn about the importance of being kind, sharing and taking turns. For example, older children confidently talk about using 'kind hands' and 'gentle voices' and younger children show concerns for their peers by helping them to clear their plates after meals. Practitioners calmly intervene when needed. They explain to children about the consequences of their behaviour, such as throwing sand, because it may hurt their friends. This supports children's personal, social and emotional development and encourages them to have cooperative and harmonious relationships with their peers.

Practitioners provide a safe and clean learning environment for children. For example, through their detailed risk assessments, daily safety checks and close supervision of children, they put in place good safety precautions to minimise hazards. Through play and routines, children are developing a good understanding of how they can keep themselves safe. For example, older children talk about how to use equipment safely, such as scissors, and why they must not run indoors because they may trip over toys. In addition, babies have the space and freedom to explore their environment, such as playing in the water, with the security that practitioners are close by. Furthermore, practitioners are very mindful of allowing children to take risks and try new challenges in a safe environment. Therefore, they provide different surfaces for children to negotiate outdoors, including

apparatus to balance and climb and ropes to scramble up slopes.

Practitioners implement a wide range of policies and procedures that contribute to promoting children's health. For example, through cleaning routines, effective food preparation and management of sickness, they minimise the risk of infection and illness. In addition, through providing varied and nutritious menus, practitioners are encouraging children to make healthy choices. Practitioners' commitment to providing children with healthy choices is recognised through their successful completion of the 'Healthy Choice Gold' award. This recognises their menus use good quality food produce so that young children receive all the nutrients and vitamins needed for a healthy diet. Through walks, making use of the park and daily access to outdoor play, children have ample opportunities to access fresh air and to be active. This encourages them to lead a healthy lifestyle. Through everyday routines, such as hand washing before meals and after nappy changes, practitioners are helping children to learn about the importance of good hygiene practices.

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

Practitioners have a good understanding of their responsibilities in promoting and safeguarding children's welfare. For example, all practitioners access safeguarding training, including all senior management accessing advanced training. This means they all have a good understanding of the potential signs of abuse and neglect. This contributes to protecting children from harm. In addition, the setting have a detailed and comprehensive safeguarding policy in place, this ensures all practitioners, including students and volunteers, understand the procedures for reporting concerns. The setting maintains a wide range of detailed documentation, policies and procedures. These are effectively implemented by practitioners and result in keeping children safe. For example, practitioners send home babies that are taken ill at the setting in line with their illness management policy. This ensures individual children receive the medical care needed and minimises the risk of cross-infection for others. In addition, documentation includes robust evidence of suitable checks on practitioners, detailed risk assessments and comprehensive information regarding children's individual details. Through good deployment of practitioners and high adult to child ratios, children are supervised well in their play. This includes the manager and deputy not being included in ratios so that they can provide support where needed.

Through reflective practice, regular staff meetings, self-evaluation and working closely with the local authority in regard to promoting quality improvement, the setting is proactive in bringing about positive change for children. For example, they recognise where resources need enhancing, such as equipment to help older children learn about simple science concepts. In addition, because practitioners have recently moved premises, they are working extremely hard to reinstate and establish their outdoor area, such as redeveloping the growing area for children. Practitioners are very committed to improvement and through their detailed action plans they set clear and targeted plans that outline how they will achieve their goals and ambitions. As a result of positive improvements results for children have been good. For example, transition meetings with

school have contributed to children being well prepared for school and the introduction of home visits has helped children settle quickly into the nursery. In addition, through effective monitoring of the educational programmes, practitioners quickly identify any gaps.

Practitioners are encouraged to access a wide range of training to support their professional development. In addition, their performance is managed effectively. For example, through inductions they are fully aware of their roles and responsibilities and through supervisions, peer observations and appraisals they receive good quality coaching to improve their personal effectiveness. This means that children's experiences are positive in the setting because practitioners have high expectations of themselves and children. Practitioners welcome the views of children and parents when evaluating their setting so that any outcomes reflect their views. For example, they seek feedback through questionnaires, discussions and through their observations of the children.

Practitioners have good relationships with parents and through relevant information sharing they work well together to meet children's needs. For example, practitioners regularly discuss children's achievements with parents and through diaries they provide information about the activities children enjoy. Discussions with parents establish that they are very happy with the setting. For example, they speak highly of the practitioners saying that they are friendly and welcoming. They express how well they feel their children are progressing and that their children are safe and well cared for. Practitioners work very well with other professionals and agencies involved in children's learning and care. For example, they have strong links with the local children's centre, which means parents and children benefit from the range of services they offer. Practitioners have regular discussions with any other professionals involved in children's learning, working effectively together to set clear and targeted plans to support all children. This means children with special educational needs and/or disabilities or those with English as an additional language are supported effectively to progress well, given their starting points.

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 action. 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	EY453500
Local authority	Kirklees
Inspection number	883434
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	62
Number of children on roll	45
Name of provider	The Hunny Pot Day Nursery (Huddersfield)Limited
Date of previous inspection	not applicable
Telephone number	01484515528

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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, which are usually the childminder's 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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