

Honey Bears Day Nursery Ltd

North Road, Burslem, Stoke-On-Trent, Staffordshire, ST6 2ED

Inspection date 26/03/2013
Previous inspection date 08/10/2008

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Staff assess children's starting points and ongoing development well. They monitor children's progress and use this information to plan purposeful activities to support their next steps in learning.
- Support for children and families with English as an additional language is well thought through and provides good information for parents about their child's development and how they can support their child's learning at home.
- The committed management team welcome local authority input in assessing their service to plan improvements for the future. They also have a strong drive to improve the provision through staff training.

It is not yet good because

- Staff's conversations with children do not always ignite children's interest and extend their understanding by helping them to develop their thinking and ideas.
- Some story times cater for too large a number of children, with a broad range of abilities, to ensure all remain fully engaged throughout the session. Also, books children have free access to are very worn, which does not support their understanding about handling books carefully.
- Staff have ensured that the playroom walls are very rich in printed words, but this has led to cluttered walls, which limits their effectiveness as tools to support children learning about words.

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 observed activities in the four main playrooms.
- The inspector held meetings with the manager of the setting.
- The inspector looked at children's assessment records and planning documentation, the setting's self-evaluation system and a selection of policies and children's records.
- The inspector reviewed the suitability checks for practitioners working with the children.
- The inspector took account of the views of parents and carers spoken to on the day and in the setting's own parental survey.

Inspector

Sarah Rhodes

Full Report

Information about the setting

Honey Bears Day Nursery Ltd has been registered with its current owner since 2008 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery was originally registered in 1996. It operates from a refurbished commercial building situated in Burslem, Stoke-on-Trent, Staffordshire. The nursery serves the local and wider surrounding areas on the commuting route. There are two fully enclosed areas available for outdoor play.

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 77 children on roll who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language.

The nursery employs 14 members of childcare staff, including the manager and deputy. Of these, two hold appropriate early years qualifications at level 2, and 12 hold level 3 or above. The manager has a level 6 qualification. The nursery also employs a cook and a cleaner.

What the setting needs to do to improve further

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

- extend children's learning through further developing staff's use of the characteristics of effective teaching for creating and thinking critically by, for example, staff modelling being a thinker, supporting children to think of solutions to problems, and encouraging children to review how well their approach has worked.

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

- support children to listen to stories with increasing attention and recall by reviewing the size of groups and ability of children at group story time, and improving the quality of books provided for children's individual enjoyment
- support children to concentrate by limiting noise and making spaces visually calm and orderly.

Inspection judgements

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

The nursery promotes children's learning and development to a satisfactory level. Parents praise the staff for seeing their child as an individual. Staff view their role as a child's key person as important to ensure children and parents get to work closely with someone they are very comfortable with. The key person collects information from parents on a range of care needs and areas of development when children start to attend. They build on this knowledge to get to know the children's interests and abilities through regular observations, which are linked to the development guidance from the document 'Development Matters in the Early Years Foundation Stage' and the areas and aspects of learning. These are then used to identify the next steps in children's learning and any areas of concern which may need to be addressed with the help of external agencies. Next steps in children's learning are implemented through planning activities which will address individual children's learning requirements, and observations are used to track and measure children's progress across all learning areas on a half-termly basis. They also inform a summary of children's progress each term, which is shared with parents. These summaries can be used by parents for their child's progress check at age two. Staff also ensure where required that they talk directly to health visitors and supply any additional information that is required. They facilitate health visitors seeing the children at the nursery, where this is seen as beneficial. Where parents speak English as an additional language, summaries are supplied both in English and the parent's home language. This supports all parents' understanding of their child's progress and how they can support learning at home.

The children, including those with English as an additional language and those being assessed for additional help, are making expected progress. Teaching is satisfactory. All children are developing into confident communicators in line with their abilities. Babies enjoy the 'sing song' conversations with staff, who they feel safe and secure with. Staff support children's development in spoken English by ensuring there are good links with children's first language. They also use signs and cards to aid children in communicating basic needs, such as wanting to use the toilet. This supports all children in making their wishes understood. Children identified by staff as potentially having additional needs are closely supported by a key person to ensure subtle communication through body language and behaviour is responded to appropriately. A mixture of large group story times and small group work is used in the toddler and pre-school rooms. Staff sometimes use props to make group singing sessions interactive and to support children in learning the key skills of listening to instructions, respecting and listening to the contributions of their friends and sharing their ideas in the wider group. However, the large group story sessions in the pre-school room include children with English as an additional language and those children who are less used to group situations. As a result, these sessions are less affective in sustaining all children's attention and, therefore, their active learning. The books in the story area are also very worn and this does not support children in learning to handle books with care when they enjoy books on their own.

Arrangements for supporting children's creative and critical thinking skills are variable.

Staff encourage children to think of some solutions for themselves, for example, children think about how to cool down their meal or what is going to happen next in the story. However, on other occasions staff overlook opportunities to encourage children to think through problems for themselves and do not always ignite children's interest by encouraging them to explore their ideas for completing a task or for choosing how to do things. As a result, they often make decisions for children that impact on their ability to strengthen and deepen their understanding of how to find new ways to do things.

Letter sounds are introduced in the pre-school room and the walls have high levels of written text displayed on them. However, children rarely relate to these displays, which means they are less effective in supporting their understanding of the purpose of words. Numbers, shape and colour are introduced as part of daily activities, for example, counting and comparing the sizes of flowers on their Easter craft work or mixing paint colours to make a new colour. Staff introduce children to other cultures through activities based around cultural festivals and national events, for example, they discuss the Easter story or Chinese New Year. They also draw on the expert knowledge of parents to ensure their teaching is accurate, with parents coming in to help explain festivals to the children and share culturally specific foods to expand children's knowledge of the world. Children's imagination is well supported, both inside and outside. The toddler home play areas is particularly popular. Older children's interest in stories is supported by props to act out the story and then developed, for example, by providing items for children to pretend they are in a garden centre or inside a bear cave. Children are making steady progress in gaining the skills they need in readiness for the move on to school when the time comes.

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

The processes to help children settle into the setting are effective. Children quickly build strong relationships with staff and other children in their group room and are ready to explore and learn. The support for transitions within the nursery are important because the children move on frequently between group rooms, especially between the ages of two and three years. Staff are aware of the need to support children and their parents, and ensure children spend time with new room staff and adapt arrangements for children with special educational needs and/or disabilities. Staff understand that events at home will have an effect on children's confidence and how settled they are, and ensure they talk with parents on a daily basis. Children's behaviour is good, staff help children think about other people's feelings and they learn to negotiate and cooperate with their play mates. Older children draw up rules, which are displayed, and staff use these as reminders for the children. This means children understand what is required of them and the atmosphere is warm and cooperative.

Children's dietary needs are met through the provision of freshly prepared meals which comply with the requirements of the local authority's healthy eating award. Care is taken to ensure meals are tailored to individual preferences and dietary requirements, and parents are clearly informed about how much children have eaten. Older children's self-care skills are encouraged as they pour glasses of water, and all children have the opportunity to make choices at snack time. The layout of the rooms allows children to make choices for themselves, including opportunities to be physically active and undertake

exercise when the outside area is not available. Children have access to large equipment inside, which supports their balancing and climbing skills in poorer weather, and outside play areas provide interesting areas that support children's overall physical development. Staff encourage children in the toddler room and pre-school room to think about what activities they would like to do. Babies also have opportunities to make choices as they crawl between areas and engage with staff members. Good hygiene practices are introduced to children through everyday routines.

Children are shown how to keep themselves safe through discussions which support them to think through how to manage some risks. However, opportunities to discuss how the risks of snow could be managed were not exploited on the day of inspection. As a result, staff made the decision to prevent children using the outside area because of the weather, rather than encouraging children to use this as a learning opportunity for risk taking, problem solving and finding new ways to do things. Where children are identified as having special educational needs and/or disabilities, the help and advice of other professionals is sought to ensure their well-being is maintained and their needs are met.

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

The children benefit from a setting which has a strong management structure and a small, stable, well-qualified staff team. They are committed to striving to provide a quality service and understand the importance of professional development. They welcome the support and advice of the local authority advisory team as part of their self-evaluation and action planning of future improvements. Recommendations made at the previous inspection have all been addressed. For example, required policies and procedures are now in place to help with the safe and smooth management of the setting. Partnerships have been developed with other settings and the outside areas have been enhanced. The setting has developed a culture of reflective practice which involves all members of staff, parents and children. Their self-evaluation and action planning is based on regular exchanges with the whole staff team, which means everyone understands their part in suggesting improvements and implementing changes. Parents' feedback has been actively sought through the use of an online survey, which helps the setting benchmark parents' satisfaction rates against other settings. The group has a satisfactory capacity for further improvement.

Appropriate recruitment procedures and induction processes ensure staff's suitability is established and reviewed when they are employed. Annual appraisals and interim short supervision meetings are undertaken with staff. In addition, the manager has recently established structured room observation sessions to monitor the educational programmes and teaching. She also regularly samples children's progress and assessment records, and where necessary offers support to staff in completing theses. This is starting to drive improvement by identifying training requirements and improvements to room organisation. Room leaders are now also reviewing their own rooms and undertaking peer reviews of other rooms to share good practice and build reflective practice skills. However, these actions have not yet had full effect in ensuring the overall quality of teaching within the nursery is consistently good.

Children are safeguarded through staff's implementation of clear policies and procedures, which ensure staff can identify child protection concerns and take appropriate action to protect children. They are very clear about their individual responsibility to ensure action is taken should they become concerned about a child or about a member of staff's behaviour. The building and grounds are secure, which ensures that children cannot leave unaccompanied and helps staff manage the entry of parents and visitors. Staff have a clear understanding of risks, and health and safety concerns are promptly addressed.

Partnerships with parents and carers are strong because a range of communication methods are used to keep parents informed. Staff talk to parents during the handover of children at the beginning and end of the day, and they discuss the daily diaries with parents. Parents take these home and they provide information about their child's day and are illustrated with photographs. Newsletters and notice board displays give parents more information about how the setting operates. Policies are shared with parents, who are aware of how to access their child's development files both during parents evenings and at other times. Partnerships in the wider context are used to develop the quality of education. In addition to the links with local authority advisers, the setting links with other professionals to help children with special educational needs and/or disabilities. The group is committed to their role in ensuring all children, regardless of ability, can access their provision. They realise the importance of early intervention for children with special educational needs and/or disabilities, ensuring that services are in place to support a child when they transfer to school. The nursery has developed its links with other providers of the Early Years Foundation Stage where children attend more than one setting, and has been successful in developing links with the schools and nurseries the children often move on to. This helps provide continuity in children's provision and the smooth transition to primary school when the time comes.

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	EY376412
Local authority	Stoke on Trent
Inspection number	908172
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	100
Name of provider	Honey Bears Day Nursery Limited
Date of previous inspection	08/10/2008
Telephone number	01782 814 300

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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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