

Honey Bears Day Nursery Ltd

North Road, Burslem, STOKE-ON-TRENT, Staffordshire, ST6 2ED

Inspection date	26/04/2013
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 consistently observe and assess children's ongoing learning and development. They support children appropriately and provide a suitable range of activities to help them move forward in their learning.
- Relationships between staff, children and parents are positive. Staff work effectively with parents and keep them well informed, therefore, helping to ensure children's care and learning needs are suitably addressed.
- The team show drive to develop and improve the overall quality and standards in the nursery. They value feedback from parents and welcome input from the local authority. This enables them to evaluate and improve children's experiences.

It is not yet good because

- There is scope to make the existing arrangements for safeguarding children even more robust because there are some inconsistencies in recording and discussing minor concerns about children's welfare.
- Lunchtime arrangements are not consistently well organised to fully support children's emotional needs and their growing independence.
- The outdoor play area for pre-school children lacks opportunities for them to develop their imagination, practise their writing skills and learn about the natural environment.

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 playrooms, the out of school club and the outside play areas.
- The inspector spoke with children and staff, carried out a joint observation with the manager and held meetings with the manager.
- The inspector reviewed the nursery's self-evaluation form, looked at children's assessment records, checked evidence of suitability and qualifications of staff, and sampled a range of other records and policies.
- The inspector took account of the views of parents spoken to on the day.

Inspector

Jan Linsdell

Full Report

Information about the setting

Honey Bears Day Nursery Ltd was registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a single storey building situated in the Burslem area of Stoke-on-Trent, and is managed by a limited company. The nursery serves the local area and is accessible to all children. There are five playrooms and two fully enclosed areas available for outdoor play.

The nursery opens Monday to Friday, all year round, from 7.30am until 6pm. Children attend for a variety of sessions, including before and after school and during school holidays. There are currently 105 children attending who 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 also supports children with special educational needs and/or disabilities.

The nursery employs 14 members of childcare staff. Of these, one holds an appropriate early years qualification at level 2 and 12 hold appropriate early years qualifications at level 3 or above. The manager holds a degree in early years. 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:

- strengthen safeguarding procedures even further to ensure all staff consistently record minor concerns and discuss these with the lead practitioner, so that prompt decisions can be made about any necessary follow up action.

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

- improve the organisation of lunchtime arrangements by making sure all staff consistently support children's emotional needs, growing independence and self-care skills, for example, by helping to set the table, pouring drinks and serving food
- build on outdoor learning experiences for pre-school children, for example, by providing open-ended resources for children to explore, build and role play; providing writing resources for children to write for different purposes; creating areas for children to plant, dig and take care of flowerbeds.

Inspection judgements

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

Parents provide detailed information about children's needs on entry to the nursery by completing the comprehensive booklet 'My unique child'. This provides staff with a good starting point for children's learning and development. Staff conduct purposeful observations of the children's play and use this information to create personalised planning for their key children. This means that a suitable range of activities are provided to meet children's needs and support their next steps of learning. Staff use good systems to assess and track children's progress across all areas of learning, which enables them to monitor where children are up to in their learning and ensure any gaps are identified and addressed.

The quality of teaching is satisfactory overall. Concerted efforts have helped to build strong practice in the pre-school room, where children enthusiastically take part in a wide range of interesting experiences, for instance, planting seeds in the garden centre or digging in the bark chippings. Staff are also beginning to work with children in smaller groups, for example, to read stories or make dinosaurs with the play dough. This provides good opportunities for children to engage with attentive adults, respond to questions, and talk about their ideas. Working in smaller groups is starting to evolve in other rooms, in order to meet children's varying needs and further support their concentration and engagement. However, the pre-school outdoor area lacks opportunities for children to make marks, play imaginatively with open-ended resources, or to learn even more about the natural environment by planting, digging or taking care of flowerbeds.

Staff use visual aids to support children who speak English as an additional language and children with speech and language delay. Photographs used in children's daily diaries are also a useful way of enhancing communication with parents. Parents share 'wow' moments from home, and parent's evenings and regular progress reports help to keep them well informed of children's achievements. Progress reports for some children are also translated into parent's home language, which really helps them to understand their child's development. This promotes an inclusive approach to supporting children's learning.

Young children join together for outdoor play, where they participate in action songs that encourage them to follow instruction and develop their coordination. They encourage children's verbal and non-verbal communication, for instance, showing joy when babies respond by waving. They make good use of resources that depict people with disabilities, which promotes some discussion about why people are different. This helps children to develop positive attitudes towards diversity. Babies show growing confidence in developing their physical skills, as they crawl around to explore the toys and walk to the bathroom with staff support. Overall, all children, including children with English as an additional language and children with special educational needs and/or disabilities are making steady progress and are gaining the necessary skills to support their readiness for school.

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

Staff help children to settle into nursery life, for example, by liaising closely with parents to find out about their home routines, interests and preferences. Key persons know their children well and provide appropriate care and support that meets their needs. Children benefit from the positive and nurturing attachments they have with staff, particularly in the baby room and pre-school room. Children's transitions within the nursery are appropriately supported, for instance, with introductory visits to help them build relationships with new children and staff.

Babies practise their physical skills, such as pulling themselves to a standing position using one hand, and staff give lots of praise for their efforts. This builds children's confidence and helps them to feel proud of their achievements. Children have fun exercising in the garden, where they throw and catch balls, climb on equipment and ride on scooters. Older children also benefit from weekly physical activity sessions provided by an external company. Staff talk to young children about the need to wash their hands after outdoor play, so that they develop an understanding of why good hygiene is important. Older children have some opportunities to develop their self-care skills, for instance, when they access the bathroom independently. However, this is not extended at lunchtime because staff do not always involve children in helping with tasks, such as serving food or pouring drinks.

Children's meals are freshly prepared and nutritious, and individual dietary needs are catered for, including vegetarian options. Staff hold and talk to babies when bottle-feeding, which helps them to feel safe and enables close bonds to develop. However, lunchtime arrangements are not always organised to fully support children's emotional needs because some staff are too focussed on carrying out tasks. Consequently, staff are not always alert to the needs of new children who need extra comfort and reassurance. Nappy changing procedures are adequate and sleeping children are regularly checked to ensure their safety as they rest.

Staff talk to children about dangers, such as being careful on the climbing equipment and sitting properly on the chair in case they fall. This helps to raise their awareness of safety issues. Children behave well and staff model and encourage good manners. They remind children about the rules of play, which helps them to learn and develop skills in cooperation, sharing and turn-taking. Older children say they like coming to the out of school club, where they choose how to spend their time after a busy school day. For example, they relax on the settee with their friends, play games of table football or continue working on their individual creations, such as an underwater house for the mermaid dolls.

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

The manager demonstrates a sound understanding of her responsibilities in meeting the requirements of the Early Years Foundation Stage. Arrangements for safeguarding children are satisfactory overall. All staff are trained in safeguarding procedures, which means they

understand how to recognise possible signs of abuse and know what to do to help keep children safe from harm. However, there are some inconsistencies in recording minor concerns about children's welfare and ensuring issues are always discussed with the lead practitioner, in order to inform the decision-making process. Some effective measures are in place to keep children and staff safe, such as a fingerprint biometric access system for parents to gain entry to the nursery, and security cameras that monitor children's playrooms and outside areas.

Appropriate recruitment, vetting and induction arrangements help to ensure children are cared for by suitable and well qualified adults. Team meetings, supervision and annual appraisals take place and the manager also provides individual coaching, for example, to help staff with planning. The quality of practice across the nursery is variable, which the manager is aware of and is taking steps to address. For example, she has started to introduce room and peer observations to help monitor the quality of teaching and children's learning.

Self-evaluation is generally good; therefore, the nursery demonstrates a sound capacity to maintain improvement. The manager shows passion and drive to develop the team's practice, as well as her own. Ongoing training is encouraged and the manager works closely with staff and local authority advisors to evaluate the quality of the nursery and devise action plans that target areas for development. Feedback from parents is actively sought through the use of an external online parental survey, which provides an overview of how well the nursery is performing in comparison to local and national results.

Staff understand how to work in partnership with other professionals to support children's transitions and to promote continuity in their care and learning. For instance, they follow guidance from speech and language specialists to support children with their language skills. When the time comes for children to move onto school, teachers are invited to the nursery and staff complete transition documents that provide details about children's needs and abilities. Partnerships with parents are developing well and staff communicate regularly with them, so that they are kept well informed of children's learning and progress. Parents spoken to express their satisfaction with the nursery and think 'the staff are great and children have really come on since they started'.

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	916174
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	95
Number of children on roll	105
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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