

Honeybear Nursery

Rufford Road, Whalley Range, Manchester, Lancashire, M16 8AE

Inspection date

26/03/2013

Previous inspection date

15/12/2009

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 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 3

The quality and standards of the early years provision

This provision is satisfactory

- Children are settled, confident and active learners. They explore their environment and resources with enthusiasm and a purpose.
- Staff are highly skilled and have a good understanding of the Early Years Foundation Stage. They use this knowledge effectively to engage children in learning.
- Effective observation, planning and tracking procedures are in place which identify children's next steps in learning as they move towards the early learning goals.
- Purposeful relationships are forged with parents and other providers. This supports consistency of care for children and supports children's individual needs being well met.

It is not yet good because

- Management monitoring systems are not yet fully developed to ensure that Ofsted are notified when significant events occur. This may impact on children's safety.
- There is scope for greater provision for children to access a range of technology in order to support their understanding of technology being used for a particular purpose.

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 and children at play throughout the inspection.
- The inspector spoke with children, staff, parents and the management team throughout the inspection.
- The inspector looked at documentation to ascertain children's progress in achieving the early learning goals.
- The inspector looked at self-evaluation processes to ensure that they supported quality outcomes for children.

Inspector

Elisia Jane Lee

Full Report

Information about the setting

Honeybear Nursery was registered in 1990. It is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is privately managed. It operates from a single storey building and the church on the same site in Manchester. There is a fully enclosed area available for outdoor play.

The nursery employs 12 members of child care staff. Of these, one holds Early Years Professional Status, one holds an appropriate early years qualification at level 5, seven hold qualifications at level 3, and three hold qualifications at level 2.

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 58 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 children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- consider developing the range of equipment involving ICT and technology, such as allowing children access to a computer as their knowledge increases towards excellence.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this knowledge skilfully to support children in their learning and development. There is a wide range of resources which provide challenge and offer learning opportunities, which enhances children's development across all areas of learning. For example, children use construction blocks, explore different sensory resources in the water tray, look at books and explore puzzles and jigsaws. However, resources to support children learning through exploring different technology are less well used, this means they do not progress as effectively in this area as others. Staff promote language and extend children's vocabulary by modelling language and posing challenging questions. For example, children sit listening to their key person read a familiar story. Staff ask children 'What animal can you see?' and 'What noise does he make?' Children make suggestions and comment 'that's a scary tiger and that's a sad crocodile'. Staff role model how to use a book and provide a

running commentary, such as, 'I'm turning the page now, only one page we don't want to miss anything'. This teaching strategy supports children's thinking skills and understanding of how to hold a book correctly.

The nursery operates from two buildings. One main room, which is open-plan and a church situated in the nursery grounds where pre-school children are located. The environment is open-plan and engages children due to colourful learning displays. Children's artwork is displayed throughout the nursery which gives children a sense of value and pride in their work. Children independently access resources, as they choose to initiate or extend their play. For example, children access threading bobbins and build towers, access books and explore sensory resources. Children use their imaginations to play out a range of familiar scenarios, such as vacuuming the floor in the role play area, tidying the house and bathing dolls in the water tray. Detailed planning shows that children's likes and natural interests are incorporated into planned focussed activities. Children's next steps in learning are well supported. Therefore, effective planning systems provide a focus for children's future learning. Staff consider how they can make learning imaginative and creative. For example, children interested in the concept of 'mixing' are supported by opportunities to mix paint, mix different colours in the water tray and make strawberry milkshake.

Comprehensive observation and assessment systems are in place. Skilful observations are regularly undertaken on children as they play which allow staff to identify next steps in children's individual development. Effective tracking is in place which ensures that staff have knowledge of children's current needs and can offer appropriate support as children move towards the early learning goals. Staff liaise with parents to find out about children's likes and dislikes when they first start at the nursery, when they undertake the two year progress checks, and during baseline assessments, which ascertain children's starting points on entry. In addition staff complete summaries of learning and hold parents evenings which allow parents to contribute to children's development files compiled while at nursery.

Staff use a variety of communication methods with parents. For example, daily verbal exchanges, a designated parents board, information through the nursery website and regular newsletters. This supports parents in gaining an understanding of the learning and development of their child and a knowledge of the educational programmes of the Early Years Foundation Stage. Parents are involved with learning at home by speaking with staff and by making contributions to children's learning experiences. For example, parents who are bi-lingual are asked if they could translate key words so that children gain an understanding of concepts in their home language as well as in English. There is a good understanding of the importance of having an effective key person system in place. Staff work well with parents to understand children's needs which supports secure attachments and positive relationships being developed.

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

Healthy lifestyles and children's physical development are promoted throughout the nursery on a daily basis. For example, children play in the outdoor area every day, have music and movement sessions, take walks in the local environment to the library and use public transport to visit places, such as the science museum. This enhances children's knowledge and understanding of the world. Children also learn about safety through discussion and events, such as visits by the fire service where they learn about keeping safe. Physical development is supported inside through threading activities, making jigsaws and accessing baby walkers which promote balance as children take their first steps. Children develop an understanding of healthy eating by eating menus which incorporate daily healthy options. For example, roast chicken dinners with fresh vegetables, jacket potato with a choice of fillings and Quiche Lorraine with salad. Children are supported by staff with their independence skills through serving themselves from large bowls. Fresh fruit and milk is offered daily.

Children express their emotions and feelings through play. For example, children look at a story book of 'The three little pigs' and explore making different character voices as they join in with repetitive text. Children initiate their own play and invite staff to join in with them. For example, children taking part in an Easter bonnet parade ask staff to dance with them. Children are confident speakers and make their needs known by asking for different resources to extend their play. Children independently access books and refer to signs on storage boxes as they tidy resources away. Outside key words are incorporated into displays. For example, a display about a bear hunt includes key words, such as river, forest and mud. This supports children's literacy skills and an understanding of how writing can be used for different purposes.

Teaching is rooted in a good knowledge of how best to support children. This develops from staff building warm and caring relationships with children. Staff are positive role models and children form secure attachments as there is an effective key person system in place which enhances children's learning. Staff offer consistent praise and positive reinforcement to children, and celebrate their achievements through stickers and reward charts. This promotes positive behaviour. Consequently, behaviour is good, children listen to adults, take turns and share resources.

Children show a sense of security in the setting and have a positive attitude to one another. For example, children work together to make a jigsaw and support each other by making comments, such as 'feel for the corners with your finger'. Children learn effectively about their own and other cultures and beliefs through celebrating different festivals and celebrations. A good range of resources promote equality and diversity and children take part in imaginative activities, such as playing in the role play area at Chinese New Year as it is turned into a Chinese restaurant.

Children are well supported at times of transition. When children move from room to room at nursery key persons meet to look at children's development files and summaries of learning. When children move to school staff complete a transition document. This identifies children's progress and current learning focus to support them as they move towards the early learning goals. This shows positive partnership working and ensures that children's needs are known by all carers.

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

This inspection was brought forward due to a concern about care of children whilst the pre-school room had broken heating and children were unable to use this area. The management team had not informed Ofsted that there had been a change to the space available for children to use and lack of notification, in this instance, is an offence. Nevertheless, during the inspection the management team could demonstrate appropriate arrangements had been made to manage the situation. Children used the facilities at the local children's centre, extra members of staff were used to offer extra support to children and parents were informed. Therefore, the impact on children was minimal as they continued to be appropriately cared for. The setting was warm during the inspection and contingency plans are in place to cover any further occurrences.

Staff have an appropriate understanding and awareness of safeguarding procedures which means that children are well protected and safeguarded in the setting. Staff have attended safeguarding training and are well informed about child protection and the authorities they need to contact should they have a safeguarding concern. Staff observe children well and, as a result, children are kept safe whilst in the nursery. In addition safety procedures are in place. For example, regular emergency evacuations take place, there are clear procedures for uncollected children and visitors are monitored through a visitor's book. Written risk assessments are in place and daily safety checks are undertaken. Children are also further protected because staff have thorough documentation including accident, medication and attendance records which they implement well to support good practice.

Staff give a priority to offering a high level of care to children and families. All staff understand their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. Strong management ensures that planning, educational programmes and children's progress are securely monitored to ensure that they are consistently meeting the needs of all children. Staff receive regular training and attend monthly staff meetings. Recruitment procedures ensure all staff are suitable to work with children.

Self-evaluative practice is used well and identifies strengths and weaknesses. The recommendation from the previous inspection has been addressed and staff are now confident in knowing who to contact should they have a safeguarding concern. Actions are identified which focus on priorities for change. For example, the nursery has recently implemented a black and white area for the babies. This supports babies' visual skills and recognition of different shapes as they develop their knowledge and understanding of the world. The views of children, parents and staff are incorporated into self-evaluative practice and the management are pro-active in driving change. Parents are very complimentary about the nursery, and make comments including 'this is a fantastic nursery, I feel fully informed about my child's development' and 'it has been easy to leave our three children in the very capable hands of your staff'. Partnerships with parents are good and the setting works positively with others who share care of the children to ensure continuity of care.

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	500105
Local authority	Manchester
Inspection number	905498
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	37
Number of children on roll	58
Name of provider	Bernadette Devine
Date of previous inspection	15/12/2009
Telephone number	0161 226 3779

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

