

Honeybuns Day Nursery

Honeybuns Day Nursery, 15 Lichfield Road, STAFFORD, Staffordshire, ST17 4JX

Inspection date

12/06/2013

Previous inspection date

13/04/2010

The quality and standards of the early years provision

This inspection:

2

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 2

The quality and standards of the early years provision

This provision is good

- Staff have good knowledge of how to support children's play and interests to help them make good progress in their learning and development through a broad range of experiences, which are enjoyed by the children.
- Staff place a clear emphasis on supporting the children's emotional well-being to help children develop a strong sense of belonging, and foster positive relationships with children to help them feel safe and secure.
- Strong partnerships with parents and carers, the local schools and professionals results in, good support for all children, including those with those with special educational needs and/or disabilities and those who speak English as an additional language. Consequently, all children are well prepared for their next stage of learning.
- The committed leadership team work well together to build on the good practice already established and to further raise staff skills and knowledge to continually improve experiences for children and secure their safety.

It is not yet outstanding because

- Children have few opportunities to observe and identify features of living things and the environment and use natural resources.
- All staff do not always fully utilise the broad range of resources available, to offer increased choice and further enhance learning experiences.

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 playrooms and the outdoor play areas.
- The inspector held a meeting with the director of care and the manager.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the nursery, the provider's action plan and a range of other documentation.
- The inspector also took account of the feedback from parents and carers spoken to on the day and feedback questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Honeybuns Day Nursery is one of three nurseries run by Chase Care Limited. It opened in 2006 and operates in a detached building close to the centre of Stafford, Staffordshire. There are two enclosed outdoor play areas.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. Currently, there are 114 children on roll in the early years age group. The nursery also provides a holiday club during the school holidays and there are currently eight children on roll, aged from five to eight years. The nursery is in receipt of funding for the provision of early years education for children aged three and four years. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language.

The nursery employs 19 members of staff. Of these, one holds the Early Years Professional Status, one holds a qualification at level 6 in early years, two hold a qualification at level 5 in early years, 14 hold a qualification at level 3 in early years of whom two are working towards a qualification at level 5 and one holds a qualification at level 2 in early years and is working towards a level 3 qualification. 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:

- increase opportunities for children to observe and identify features of living things, the environment and use natural resources
- enhance choice and children's learning, for children aged from 12 months to two years, by more fully utilising the broad range of resources available.

Inspection judgements

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

Staff use children's interests, capabilities and starting points well to provide a good range on learning opportunities to help children make good progress. For example, topics, such as 'Sea creatures', 'Transport' and children interests are used very well to provide meaningful and enjoyable experiences for children. Consequently, all children, including those with special educational needs and/or disabilities and those who speak English as an

additional language, make good progress from their starting points. For example, activities are carefully tailored and adapted to include children's next steps and targeted areas for development. Consequently, all children are fully included, valued and supported. Parents and carers are fully involved in their children's learning and ongoing assessments, and therefore, well prepared for school. This is due to the good sharing of information and observation about their children's progress and any areas for concern.

A secure emphasis is placed on supporting the children's personal, social and emotional development. Consequently, children are happy, confident and show good and sustained levels of interest in their chosen play. Staff ensure the routine incorporates good opportunities for children to increase their self-help skills. For example, staff give children time, space and encouragement to spread their own toast.

Children have use of two gardens, of which the front garden has been recently developed. They both offer good opportunities for all children, including babies, to be physically active. Children thoroughly enjoy the tunnels, balls, climbing equipment and wheeled toys to increase their skills. The area offers good opportunities for children to be both active and creative. For example, the pretend builders' yard, role-play areas and mounted chalkboards are popular with the children.

Children's communication and language is supported well. Staff place a clear emphasis on increasing the children's vocabulary during their play and interactions. For example, words, such as, 'on', 'over', 'under' and 'around' are reinforced well as children play with the various vehicles in the sand in relation to the 'Transport' topic. Books and songs are also selected carefully in relation to the topics to further reinforce new words, concepts and ideas, already introduced to the children. Staff caring for babies, use singing, actions songs and musical instruments well to capture their interest and promote their communication. They have a calm and nurturing approach and make good use of facial expressions and voice to capture children's interest.

Older and more able children have good opportunities to build secure foundations for early literacy. For example, children have very good opportunities to draw, use letters of the alphabet and write their own names and familiar words. Many children know print carries meaning due to the meaningful print incorporated in the environment. For example, various words and empty food boxes are incorporated in the role play area and words linked to the topic displayed for children to use. Children recognise their own and others names during registration and consider the initial sound of their name and familiar words.

Staff reinforce mathematical language well. For example, children are encouraged to use words, such as, 'massive', 'heavy' and 'light' as they play with the sand. Activities are used well to incorporate a mathematical element. For example, children use the dough to create numbers on the number cards and during cooking activities they weigh and count. In addition, children learn about measuring as they compare their size on the height chart. As a result, children's mathematical learning is well fostered.

Staff provide good opportunities for children to learn about their own and their families lives, communities, traditions and the wider world. Children have been learning about India, China and Australia through a meaningful range of experiences. For example, they

have tasted various foods, looked at various traditional costumes and landmark buildings, in relation to this. Children recall key words, such as, 'saree', 'palace', 'Taj Mahal' and 'boomerang'. Staff gather key words in children's home languages from parents to support children who speak English as an additional language to help them settle and give value to their own language. Children benefit from some occasional opportunities to plant and care for beans and daffodils and take seasonal walks to collect items, such as fallen leaves in autumn. However, staff acknowledge the outdoor area does not yet offer enough opportunities for children to learn about living things and there are few natural resources made available, indoors, for children to use, explore and discover.

All children use their senses as they explore a variety of materials, such as, the sand, water, pasta, mashed potato and cream. For example, many children skilfully roll the dough and consider its texture and scent, because staff have added beads and chocolate powder to capture their interest.

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

Children are well behaved and respond well to the routine and gentle reminders from staff about how to behave. For example, children are encouraged to think about being kind to each other and to consider consequences of their actions. Staff incorporate good opportunities for children to learn about staying safe. For example, children have recently undertaken a bus journey and are due to take a train journey in relation to the topic, and keeping safe has been covered throughout. In addition, a visit from the fire brigade has not only been exciting and fun for the children, but has also inspired their interest in safety. For example, some children speak about going home to check their smoke alarms and replacing batteries.

Resources are of a good quality, safe and suitable and well maintained by the staff team to offer rich learning opportunities for children. However, staff caring for children aged from 12 months to two years, do not always fully utilise the broad range of resources available, to offer increased choice and further enhance young children's learning and enjoyment.

Staff know the children well due to the effective assigned key person system in place. Positive relationships with staff and children means children feel safe and their individual care routines followed well. For example, staff have a good understanding of children's medical conditions and follow parents and carers requests well to help meet their needs. Collaborative working with parents and carers, the effective communication among the staff team and other settings, results in good transition within the nursery and when they leave to go to school.

The nursery is kept clean and hygienic and there are effective systems in place to secure the children's health and well-being. There is a clear procedure, discussed with parents and carers for responding to children who are ill or infectious. Local authority guidelines are followed in relation to children who are infectious, and therefore, the necessary steps taken to prevent the spread of infection. In addition, a clear emphasis is placed on staff

making the time to support children in good hand washing routines, throughout the day. Children benefit from a four week menu, which includes healthy and nutritious meals and snacks, that are freshly prepared on the premises.

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

The leadership and management team consists of the registered individual and the director of care who oversees all the nurseries, they provide good direction and support to the manager. For example, weekly, senior leadership meetings feed into the manager's meetings. Consequently, all involved have a clear overview of the service provided and identified areas for improvement. Recommendations from the last inspection have been successfully addressed. For example, books are now made easily available in all the rooms for children to use at their own leisure, and effective hand washing routines introduced. In addition to this, they have recently been awarded a platinum award in relation to the high quality health practices adopted. For example, this recognises the effective hygiene procedures, healthy meals and good opportunities for physical activity.

Robust staff induction, supervision, appraisals and ongoing monitoring means staff are given good support, direction and coaching to build on their practice. For example, the manager undertakes regular observations of each room and staff interaction and areas for further development are clearly identified to continuously improve the educational programmes. This results in, the team continually seeking to enhance children's learning and development, well-being and safety.

Staff have a secure understanding of child protection issues and the procedure to follow in the event of safeguarding concerns. Daily checks of the environment and written risk assessments ensure areas are safe and children can move safely and freely. All the required records, policies and procedures are in place to secure the children's safety and welfare.

There is a good two-way flow of information between the nursery, other settings, such as childminders, and the schools the children transfer onto. Therefore, children's care and educational needs are supported well, including their transition to school. Effective partnerships working with other professionals and agencies involved with the children attending, results in a good sharing of information and support for the children. Parents and carers receive detailed information about the nursery and its policies and the educational curriculum provided. For example, the informative noticeboards outside each room, regular newsletters and parents' evenings, keep them fully up-to-date.

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	EY339367
Local authority	Staffordshire
Inspection number	919541
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	59
Number of children on roll	122
Name of provider	Chace Care Limited
Date of previous inspection	13/04/2010
Telephone number	01785 214040

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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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