

# The Honeytree Day Nursery

Weston General Hospital, Grange Road, Uphill, WESTON-SUPER-MARE, Avon, BS23 4TQ

## Inspection date

04/04/2013

Previous inspection date

12/12/2012

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 are highly motivated, have made good improvements to observation, assessment and planning processes and clearly identify children's starting points and next steps.
- Children are happy, confident and forming secure attachments. This supports children in making good progress in their learning and development.
- Partnerships with parents and other professionals are good and detailed information shared means that all adults are involved in children's learning and development.
- The safeguarding requirements are met effectively, which means that children's welfare is promoted well.

### It is not yet outstanding because

- although the key person system works effectively, at times children may see an unfamiliar person, when the key person is away from the room
- at times, routines in the setting mean that children do not always have uninterrupted spontaneous play and the opportunity to move freely between the inside and outside areas.

## **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 visit was carried out by one inspector.
- The inspector observed activities in all playrooms and the garden.
- The inspector had discussions with parents, most of the staff, some children and the Managing Director.

- The inspector sampled a range of documentation including children's records, safeguarding procedures, policies and procedures, induction processes, some staff records included appraisal processes, staff qualifications and information provided for parents.

## **Inspector**

Hilary Tierney

## Full Report

### Information about the setting

The Honeytree Day Nursery is one of three run by The Honeytree Day Nursery Limited. It is registered in 2006 and operates from purpose-built premises within the grounds of Weston General Hospital, Uphill, Weston-super-Mare. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. All children share access to a secure enclosed outdoor play area. The nursery serves the staff of the hospital and the local community. The nursery opens Mondays to Fridays from 7.30am to 6pm all year round, except for Bank Holidays. There are currently 75 children on roll in the early years age range. The nursery offers support for children who have special educational needs and for those who have English as an additional language. The nursery receives funding to provide free early years education for two, three and four-year-olds. There are 12 members of staff who work directly with the children, all hold appropriate early years level 2 qualifications or above. The leader holds a degree in early years and Early Years Professional Status. The setting employs a cook who has appropriate food hygiene qualifications.

### What the setting needs to do to improve further

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

- improve the key person system so that there is always a familiar and trusted person who knows the children well and, who can step in when necessary
- improve routines so children's play and exploration skills are developed by giving them uninterrupted time to complete activities and as much opportunity as possible to move freely between indoors and outdoors.

### Inspection judgements

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

Children are happy, confident and progress well in all areas of learning and development relative to their starting points. Staff are now able to clearly identify children next steps and plan for their future development. The staff have made significant progress in how they observe and assess children's learning and development. Children take part in a good range of activities that help them learn and problem solve. Children enjoy looking at books, with staff and they enjoy talking about what comes next in the story. They enjoy using sign language to describe certain items in the pictures. For example, a group of children sit with a member of staff looking at a book about animals. As they talk about the

animals the member of staff helps children by making signs for the animal word. Staff support young children's emerging language well. They sit close to babies and toddlers as they play and speak to them about what they are doing, what is coming next and the resources they are accessing. Staff repeat sounds back to babies as they babble.

Children are well behaved and understand the rules of the setting. They are encouraged to share and take turns through clear instructions given by staff, as they interact with the children. Children enjoy singing action songs and taking part using the 'tap tap' box. The children pass the box around the circle, taking turns in taking an item from the box, and then the group sing a song about what the child took out of the box. For example, a child pulls out a bus, so they all sing about the wheels on the bus. However, at times when the younger children are having stories, their concentration can be disrupted because of the noise from the adjoining room, when the older children are singing.

Children are able to explore the outside space regularly and do have some freedom to access this space when they choose. On occasions, however, staff interrupt children's spontaneous play, so that children can help to tidy up the resources and then continue playing. This interrupts children's continuity of learning and ideas on occasion. Despite this, the outside play space is well equipped and children are able to take calculated risks, explore and develop their curiosity. For example, children enjoy exploring the woodland for bugs. Through effective guidance from the staff, children are acquiring the skills, attitudes and dispositions that will prepare them for school or their next stages of learning.

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

There is an appropriate key person system in place, which helps children to form attachments, feel safe and secure in the setting. However, when a child's key person is away from the room, at times an unfamiliar member of staff may come into the room to help maintain the ratios. This may mean that children, who are unsure, do not always have a familiar face to offer reassurance to them. Staff follow babies' home routines and this means they are able to sleep, eat and play according to their individual needs. Babies demonstrate they feel safe and secure in the setting. They laugh and giggle as they interact with the staff. Children enjoy exploring a range of natural materials both inside and outside the setting. They are able to easily select treasure baskets full of a range of items to explore, such as wooden and metal objects.

Children are beginning to understand about healthy lifestyles. They are able to explore the outside play space regularly through the day and in all weathers. Children enjoy learning to balance, climb, build and create in the garden. They have access to a range of natural materials such as wood logs, bricks, sand, grass, bark and a wooded area. Children are beginning to learn about good personal hygiene procedures. They understand about hand washing before eating and after using the toilet. Children enjoy healthy meals and snacks, which are freshly prepared. Cookery sessions for the older children help them to understand about healthy foods. Children are encouraged to pour their own drinks. Older children are able to access the toilets independently.

Staff actively promote equality and diversity in the setting. Children's home language is valued. Staff ensure they have a range of key words, which enables them to help children understand what is being said during the sessions, such as when it is time for snack or outside play. Staff create books for children with photographs of their family, members of staff and some resources. These include words in both English and the child's home language. This enables staff to say the words and children can point to what they want if necessary. Staff use sign language regularly with all children, which helps children communicate effectively.

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

Staff have a good understanding and awareness about their responsibilities in meeting the safeguarding and welfare requirement. They carry out detailed, regular risk assessments and clear explanations by staff ensure children are helped to understand about how to keep themselves safe. For example, staff remind children to put toys away, before getting out more because if there are too many out they may fall over them. Staff supervise children well at all times. There are good procedures for the safe recruitment and induction of staff, which ensures all staff are suitably qualified and ratios maintained well. Newly recruited staff have appropriate checks in place. Regular staff meetings and training days help staff to keep up-to-date with childcare developments and any changes to nursery policies.

Staff have a good understanding about their responsibilities in meeting the learning and development requirements. New staff have joined the nursery following the last inspection. As a result, significant progress has been made in how observations, assessments and planning of activities are carried out. This means that staff are now able to clearly identify children's starting points, and next steps, to help children progress well in all areas of learning and development. Staff have made good progress in completing the progress at two years assessments and are starting to share these with parents.

There are good partnerships with parents. Staff keep them well informed, through daily verbal communication with their child's key person, parents' evenings, newsletters, and detailed information on notice boards around the setting. Parents have regular access to their child's learning journal and are able to add their comments. Parents are very happy with the care provided and comment about the approachability of the staff and the good progress their children are making. Partnerships with other professionals are good, with linked support for those children who require extra help. Links with local schools are good, with reception teachers visiting children at the setting and this helps them gain an insight into the children's progress and learning.

The self-evaluation process has been highly effective. Staff and management have quickly and successfully acted on the action raised from the last inspection. As a result, the observations, assessments and planning of activities are detailed and highlight children's starting points, interests and next steps. The staff work hard to provide high quality childcare, and the induction of new staff to the setting has had a highly positive effect in the

setting. Staff are highly motivated, enthusiastic, eager to improve and develop their knowledge and continue to provide good quality childcare.

**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

<b>Unique reference number</b>	EY321440
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	907422
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	58
<b>Number of children on roll</b>	75
<b>Name of provider</b>	The Honeytree Day Nursery Ltd
<b>Date of previous inspection</b>	12/12/2012
<b>Telephone number</b>	01934414471

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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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