

# Honey Pot House Day Nursery

2 Jacey Road, Shirley, SOLIHULL, West Midlands, B90 3LH

## Inspection date

15/07/2013

Previous inspection date

09/09/2010

## 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

- The quality of teaching is good and children make very good progress in all areas of learning. This is because staff question them skilfully and challenge them in their thinking.
- Parents are involved in children's learning, as staff encourage them to support children at home, share information about their achievements and attend play sessions at nursery.
- Children are very happy, safe and secure in the welcoming family environment of the nursery. The caring staff supervise children vigilantly and implement very effective policies and procedures so children are safe.
- Staff are highly motivated and maintain continuous improvement in the provision through their effective self-evaluation. This means that children continue to receive very good quality learning experiences.

### It is not yet outstanding because

- There is further scope to develop the already effective monitoring of staff performance through the more sharply focused planning of professional development.
- Staff do not yet make the most of their combined experience and knowledge of working with children of different ages by sharing this throughout the nursery, in order to further extend children's 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.

## Inspection activities

- The inspector observed activities in three playrooms and the outdoor play area, including a joint observation with the manager of the provision.
- The inspector held meetings with the manager of the provision, who is also the provider.  
The inspector looked at and discussed children's assessment records, the self-evaluation process, planning documentation, evidence of suitability of staff working in the setting and a range of other documentation.
- The inspector took account of the views of parents, carers and children spoken to on the day.

## Inspector

Catherine Sharkey

## Full Report

### Information about the setting

Honey Pot House Day Nursery was registered in 2010 and is privately owned. It is on the Early Years Register and operates from a converted house in Shirley, Solihull. The nursery serves the local area and is accessible to all children. It opens Monday to Friday from 7.30am to 6pm all year round, with the exception of Bank Holidays. There is an enclosed area available for outdoor play.

The nursery employs nine members of childcare staff, all but one of whom hold appropriate early years qualifications at levels 2 and 3. Children attend for a variety of sessions. There are currently 47 children on roll who are within the early years age group. The nursery provides funded early education for two, three- and four-year-olds. It supports children with special educational needs and/or disabilities, and 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:

- develop the performance management and monitoring systems further to ensure that sharply focused training is planned to shape the professional development of staff
- implement plans for staff to further share experiences and to work with children of different age ranges in order to extend their knowledge and skills in supporting children even more effectively in their learning.

## Inspection judgements

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

Staff know the children very well and plan effectively for their individual needs and interests. They record detailed and focused observations of children's play, which informs planning so that children build on the next steps in their learning. For example, a very young child shows an interest in toy mobile phones, so staff provide more push-button toys and opportunities for the child to develop language skills through role play using these. Children's progress is assessed regularly so that any gaps in learning are identified and addressed through planning.

Parents share detailed information about what their children know and can do when they

start at the nursery. This gives staff a starting point on which to build children's learning. There is a consistent two-way flow of information between staff and parents so that children's needs are met, and a complete picture of each child is shown in their progress records. Staff encourage parents to support children's learning at home and to attend play workshops so they find out about the purpose of their activities.

The four base rooms and two extra playrooms are very well organised and colourful, and offer a wide range of stimulating resources through which children make very good progress. Babies use a sensory light box to explore the effects of colours and sounds, and enjoy clapping and moving to music as staff encourage them to join in with the songs. They explore their world through exciting objects in treasure baskets or outdoors in the sand and water play. Staff teach children to share and take turns to use the buckets and tools in the sand and to manage feelings in this way. Toddlers begin to develop their imaginations through role play and sit with staff to look at books outside. Pre-school children are confident and develop very good language and vocabulary. They listen to a story and join in with the parts they know and relate it to their own experiences. They are questioned skilfully by staff, which challenges their thinking well. Children are imaginative as they act out a familiar story, add new characters and decide what might happen next with the skilful guidance of the member of staff leading the activity. Pre-school children are prepared very well for school, as they learn early reading and writing and mathematical skills and become used to working in small groups or concentrating for longer periods. They develop their physical skills well in their outdoor play and are competent in using computers to develop their technological skills.

Children gain confidence and independence as they access the resources easily to develop their own learning styles. They are all very well prepared for the next stage in their learning, as staff are knowledgeable about how children learn and challenge them effectively. However, they do not yet share their wide range of experiences enough in order to provide even more varied learning experiences for children. Children with special educational needs and/or disabilities are supported well as staff work closely with parents and other professionals.

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

Children are secure as they play happily with the caring staff. They laugh and clap as they listen to music, and gain confidence as they choose toys and lead their play. Staff comfort children if they are upset so they soon settle to play again. Staff and parents work closely together to settle children in gradually when they first start so that they feel secure. Children's moves to new rooms in the nursery are managed sensitively in conjunction with parents. Children move when they are emotionally and developmentally ready, and they bond well with their key person, who gets to know children and their families well. This means that all their needs are well met. Transitions to school are managed well, as staff contact local schools and pass on information about children's needs and progress. They talk about children's schools with them so they are well prepared and happy with their move. Children visit their new schools for play sessions.

Children learn to make healthy food choices as they are given healthy snacks and meals at

the nursery. They learn about where their food comes from as they grow tomatoes, potatoes and other fruit and vegetables. They play outdoors and have plenty of exercise through their use of the climbing and balancing equipment at nursery and at the park. They manage risks safely in this way and staff give younger children confidence to take the next step, such as going down a small slide on their own.

Children learn about hygiene and care of their teeth. A visit from a local dentist helps to reinforce this and helps children to feel positive about visits to the dentist in future. They learn to be independent in their choice of activities and self-care, and to keep themselves safe when crossing the road. Behaviour is excellent and children share the toys and have very good relationships with staff and each other. They wait very patiently for their turns to serve themselves at lunchtime as they pass the bowls of food around the table.

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

The management of the nursery is very well organised. The manager, who is also the owner, the deputy manager and senior members of staff work very effectively together to monitor staff performance, planning and children's progress. They observe staff regularly and hold two-way discussions in order to identify areas for improvement. Training courses are planned as a result, so that staff improve their skills in maintaining very good quality learning experiences for children. There is scope to develop this further so that more sharply focused training shapes staff's professional development even more effectively. There is very good support for all staff and they are highly motivated to provide the best care and learning for all children. Self-evaluation in the nursery is good, as staff work very well as a team to identify and address areas for improvement through an ongoing action plan.

Staff have a thorough knowledge of safeguarding and child protection, as they implement the detailed and effective policies and procedures daily. Risk assessments and regular fire drills ensure the premises are safe, and staff supervise children vigilantly at all times. Rigorous policies for the collection of children and the recruitment of staff are implemented, which means that children are safe at the nursery.

The views of children and parents are included in the self-evaluation process, as staff invite parents' views and record children's enjoyment of the activities. Staff work well with other professionals in meeting the needs of all children. There are good links with local schools and other early years providers, with whom staff share ideas and best practice for mutual support and improvement.

## 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>     | EY405282                 |
| <b>Local authority</b>             | Solihull                 |
| <b>Inspection number</b>           | 874174                   |
| <b>Type of provision</b>           |                          |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 0 - 5                    |
| <b>Total number of places</b>      | 36                       |
| <b>Number of children on roll</b>  | 47                       |
| <b>Name of provider</b>            | The Bears Nursery Ltd    |
| <b>Date of previous inspection</b> | 09/09/2010               |
| <b>Telephone number</b>            | 01217443180              |

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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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