

The Honey Pots Day Nursery

55 Newhall Road, SWADLINCOTE, Derbyshire, DE11 0BD

Inspection date	15/08/2013
Previous inspection date	23/07/2012

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

- Children enjoy their play as staff provide a suitable range of activities across the areas of learning, with the inclusion of resources based on children's interests.
- Effective arrangements for supporting children's move through the nursery means that children settle and develop positive relationships with others.
- The deployment of staff and safety arrangements means that children's safety is effectively promoted. Staff demonstrate a sound understanding of child protection issues to safeguard children.
- The recently revised self-evaluation provides a clear and detailed plan for improvements for the future to drive forward children's progress.

It is not yet good because

- Adult-led activities do not consistently provide appropriate challenge for children to ensure they make rapid progress towards the early learning goals.
- Information sharing with parents and carers is not always detailed enough to fully inform them of their child's care and help them support the learning at home.
- Younger children's good health is not always effectively promoted with regards to nappy changing procedures.
- The monitoring of staff performance is not robust in evaluating staffs' effectiveness to drive improvements to practice that will fully benefit the children who attend.

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 compulsory part 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 play rooms and outdoor area and completed a joint observation with the deputy manager.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector spoke with the staff about the daily routines, children's individual learning and the policies and procedures.
- The inspector looked at a range of documentation which included the complaints log, children's learning records and the setting's self-evaluation.

Inspector

Justine Ellaway

Full Report

Information about the setting

The Honey Pots Day Nursery was registered in 2012 on the Early Years Register and the compulsory part of the Childcare Register. It is situated in converted premises in Swadlincote, Derbyshire. It is one of two nurseries owned by the same provider. The nursery serves the local area and is accessible to all children. There is a fully enclosed area available for outdoor play.

The nursery employs eight members of childcare staff. Of these, two hold an appropriate early years qualifications at level 4, four hold an appropriate early years qualifications at level 3 and two hold an appropriate early years qualifications at level 2.

The nursery opens Monday to Friday all year round. Sessions are from 7am until 7pm. Children attend for a variety of sessions. There are currently 47 children attending who are in the early years age group. The nursery provides funded early education for three- and four-year-old children. The setting supports 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 meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that adult-led activities consistently take into account each child's stage of development so that they provide suitable challenge to ensure children make rapid progress towards the early learning goals
- ensure that the health and safety policy is consistently implemented, with specific regard to changing children's nappies to promote their good health
- ensure that specific information is available for parents about children's care and development needs, particularly regarding food intake, toileting and their child's progress.

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

- develop further the performance management of staff so that this is robust in monitoring the impact of staffs' practice to drive improvements in supporting children's care and learning and development
- provide parents with more detailed information about what their child needs to learn next, so that parents can more effectively contribute to supporting the learning at home.

Inspection judgements

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

Practitioners demonstrate a suitable understanding of how children learn. As a result, children make satisfactory progress in their learning and development. Staff plan a suitable range of activities that provide variety across the seven areas of learning, which includes an opportunity to play outdoors during the day. A weekly group discussion time helps older children to develop skills they need for school. This includes listening to others, taking turns and confidence in their communication with others. Staff observe and monitor children's progress regularly and this is mostly reflective of where children are at in their learning and development. This information is then used to plan adult-led activities as well as resources available for child-initiated activities. Staff also effectively take into account children's current interests to support their enjoyment. However, on occasion adult-led activities do not challenge children appropriately, for example, an activity to support maths skills is too high a level for the children participating.

Staff have positive relationships with children and suitably support them in their learning.

For example, they talk to children during play and ask questions to encourage their thinking. Staff are particularly skilful in their interaction with children of all ages, when looking at books and reading stories. They engage children's interest and attention through their animated tone of voice and body language. Younger children are engrossed and look at the pictures and explore the textures on the page with their fingers. Older children listen intently and answer questions or recall what is happening next. Older children have suitable opportunities to write for different purposes, for example, through an action game they make a ticket for the train. Some children write recognisable letters and can write their name from memory.

Younger children develop their physical skills as they crawl around the room. They explore the toys and show curiosity, for example, a child turns over a toy train, investigating what is underneath. They develop an understanding of early technology as they press buttons on toys to make sounds. Staff support children's communication and language skills as they make the noise of the train. Children babble as they show excitement in particular toys. Older children enjoy the outdoor area and use sit and ride toys or crawl through tunnels to develop their large muscle skills. They use their imagination as they engage in pretend play in the play house with others. Children's imagination and creativity is also supported through messy play and art and craft activities, such as painting.

There is reasonably effective support for children with special educational needs and/or disabilities and who speak English as an additional language. Staff are usually proactive in seeking external professional help where appropriate. Clear records demonstrate the support identified and what progress the child is making. Staff gather some common words to support children who speak English as an additional language to settle. They display these for all staff to see and usually use these to support children's learning and development.

Satisfactory information is gathered from and shared with parents and carers, to support their involvement in their child's learning. Some useful information is gathered about children's starting points, although this is not consistently detailed for every child. Through information provided on the newsletter about forthcoming topics, parents and carers can extend on the activities at home if they wish. Staff provide a daily verbal feedback on what children have been doing. Specific information about their child's next stage of learning is sometimes given to parents and carers. When this is received, parents and carers say that it is relevant. However, it is not consistently provided or detailed enough so that there is clear information about how to support children's next steps at home.

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

Staff gather relevant information from parents and carers about children's care and individual needs, to support their settling in. Very useful information is recorded on the nursery review sheet to support children moving to the next room. This includes information about their learning style, favourite toys and activities. Effective support is given to older children to support their move to school. Staff display photos of the school and talk to children about what they will be doing. Children benefit from generally sound support to meet most of their needs, for example, when settling to sleep. They receive

adequate food during the day and can choose to have seconds at mealtimes if they wish. Staff also keep eating areas hygienic by using anti-bacterial spray to clean tables before eating and high chairs after eating. However, staff are not always vigilant enough in checking if young children need their nappy changing to make sure that they remain comfortable. In addition, they do not always provide enough information to parents about nappy changes or how much their child has eaten each day. As a result, children's health and well-being is not fully supported by robust routines and an effective shared knowledge about each child's individual care. Nevertheless, children form positive relationships with staff, and those working with the younger children explain what is happening next, so that children become familiar with normal daily routines, such as snack time.

Staff are suitably deployed to promote a safe environment. There is effective communication between staff, for example, when going outside or during toileting routines, so that children are supervised carefully. Lunch is quickly and effectively organised and everybody has a clear role, therefore, children do not wait very long and get their meals at the same time. The learning environment is satisfactorily resourced and utilised. Children behave well and demonstrate an understanding of right and wrong. Children play well together without needing constant interaction from adults. Staff skilfully give clear explanations of the expectations and routines so that children know what is expected of them. Staff praise and encourage children and get down to their level to explain the impact of any inappropriate behaviour.

Staff give suitable support to children to develop their understanding of what is safe. They explain the impact of their actions, for example, if a child excitedly throws a toy. Children listen carefully to instructions and immediately modify their actions when spoken to. Through daily use of the outdoors children are able to access fresh air and this provides satisfactory opportunities for them to be active. They learn about appropriate hygiene practice through the daily routines, with staff talking to them about the importance of this.

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

Staff demonstrate a suitable understanding of the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Children's safety is effectively promoted within the nursery. Staff are aware of relevant signs of abuse and neglect and what to do if they have any concerns. This includes any further action they will take to ensure that all concerns are progressed appropriately. Staff are vigilant as children move around the nursery. Staff check the outdoor area before children go out to play so that their safety is effectively promoted. Suitable checks are in place to establish the suitability of adults working with children.

The inspection was brought forward as a result of concerns raised about aspects of children's health, particularly the quantity of food they receive and the frequency of nappy changing. The inspection found that children's health and care are generally appropriately supported, although, the nursery's health and safety policy is not consistently followed, in relation to nappy changing. Consequently, there are occasions when younger children's nappies are not changed quickly enough to ensure they are always comfortable. As a

result, some aspects of children's health needs are not fully met. In addition, methods used to keep parents and carers informed about children's care in relation to food and nappy changing are not sufficiently robust to ensure the information they receive is detailed enough. This affects the nursery's ability to successfully keep parents and carers fully informed of factors relating to the care of their child. Nevertheless, parents do receive some useful information about the general structure of the nursery through a website, and are given details about activities and policies and procedures at the time their child starts the nursery. Parents and carers comment that they feel staff are approachable and acknowledge that they do receive some basic information, although, this is not always sufficient to ensure strong and effective partnerships are developed.

There are a range of performance management procedures in place, for example, observing staff interacting with the children and a monthly spot check on the quality of information staff record in children's learning journeys. However, in practice these are not sufficiently robust to fully identify weaknesses in practice and provide early support or training for staff. Consequently, the educational programmes are not effectively monitored to ensure they provide children with sufficient challenge and there are weaknesses and inconsistencies in some care practices. As a result, children receive satisfactory levels of care and support, instead of good. Following a very recent reorganisation of staff, the management team has developed a clear and appropriate action plan to drive improvements. They demonstrate a positive attitude and commitment to making improvements. Clear regard is given to what difference any improvements will make to the children who attend. The plan suitably includes the majority of the weaknesses identified at inspection as well as additional improvements to enhance the quality of care provided. This includes contributions from staff in the setting and they also regularly encourage feedback from parents and carers.

Suitable relationships are developing with external agencies, for example, speech and language professionals. This works towards an effective partnership to support children who have special educational needs and/or disability. The setting makes effective use of a child monitoring tool to identify any speech and language issues. Regular meetings take place with other settings that children attend to share relevant information about their progress and next steps. This ensures consistent support for their learning and development.

The Childcare Register

The requirements for the compulsory 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	EY442478
Local authority	Derbyshire
Inspection number	927649
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	56
Name of provider	The Honey Pots Day Nursery Limited
Date of previous inspection	23/07/2012
Telephone number	

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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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