

Hunnypot Corner

140 Squirrels Heath Road, Romford, Essex, RM3 0LU

Inspection date	09/09/2013
Previous inspection date	24/01/2011

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		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

- Staff support children's communication and language skills well, as they use suitable questioning techniques and provide time for children to think through their answers.
- Partnerships with parents are positive and help to promote continuity of children's care routines, learning and development.
- Children of all ages enjoy well-established relationships with their key person, which means they form secure attachments to support their well-being.

It is not yet good because

- The youngest children sometimes do not have sufficient resources easily available for them to choose what they would like to play with.
- Provision for children to have quiet, cosy places to read or share books is overlooked, which means that children's literacy development is not fully promoted.
- Nappy changing facilities do not ensure children's privacy, as there is no dedicated area for changing nappies for the youngest children.
- The nursery does not always provide children with suitable crockery at meal times and staff do not sit with the children to promote the social aspects of eating together.

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 spoke to the management, staff and children.
- The inspector checked evidence of staff qualifications and suitability to work with children.
- The inspector carried out a joint observation with one of the management team.
- The inspector sampled a range of safeguarding documentation, policies and procedures and children's records.
- The inspector observed the staff playing and interacting with the children in the indoor learning environment.

Inspector

Sue Mann

Full Report

Information about the setting

Hunnypot Corner Nursery registered in 2004. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is a privately owned nursery and operates from a converted house in a residential area of Harold Wood in the London Borough of Havering. All children share access to an enclosed outdoor play area.

The nursery is open each weekday from 7am until 6pm, all year round. There are currently 36 children on roll in the early years age range. The nursery gets funding for the provision of free early years education to children aged two-, three-, and four- years old. The nursery supports children with special educational needs and/or disabilities. It also supports children who speak English as an additional language. The nursery employs nine members of staff, all of whom have appropriate early years qualifications to level 3.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure there are suitable hygienic changing facilities for changing any children who are in nappies
- improve opportunities for the youngest children to learn to lead their own play by providing them with a wider range of resources.

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

- provide cosy book areas for children to relax or be quiet and enjoy a story with their friends or key person
- organise meal times to create a social experience for children and provide them with appropriate crockery to help them manage their meals.

Inspection judgements

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

Most staff show a suitable understanding of the Early Years Foundation Stage, which enables them to provide a range of interesting activities and resources to support

children's learning and development generally well. There is a wide range of resources available for the babies, which are kept in a store room. However, sometimes staff in the baby room do not ensure that there is a wide enough range of resources available to the babies to offer them challenge and stimulation. For example, on the day of the inspection there was only one box of musical instruments and toys available for the babies to choose what they would like to play with. In addition, there is a limited number of books available for the children to sit and look at, or enjoy a cuddle and a story with their special person. Consequently, the youngest children are unable to make choices as to what they would like to play with. Resources in the other rooms are more accessible to the children and enable them to choose what they would like to play with to gain independence and become active learners. These resources cover the seven areas of learning and development, and enable children to enjoy their learning through play. Children of all ages show an interest in books and ask staff to read them stories, which they do. However, children in the pre-school room also do not have a cosy area to relax in and look at books.

Staff observe children at play to find out what their interests are, and their current levels of learning and development. Staff record children's progress in their learning journals, which helps them to monitor children's progress towards their next steps. Staff gather information about children's starting points through the child records forms and conversations with the parents. This enables them to plan relevant activities for children, which reflect their current interests and stages of learning and development. Systems are in place to share children's achievements with their parents, these sheets contain a photograph and annotation of what the child has said and done. Parents are able to add any comments about their children's achievements or any learning and development progress that they have seen at home. This supportive approach to children's learning and development means that children make consistent progress in relation to their starting points. Consequently, they are ready for the next stage in their learning and development or the move to school.

Staff support children's communication and language development well, as they use appropriate questioning techniques to help children develop their ideas. For example, staff ask them questions as they play in the sand, waiting for the children to answer. This helps children to think about what they are doing and explain it to the staff. All children enjoy circle times, as staff use songs and rhymes to help children's communication and language development. Children join in as staff sing the 'good morning' song, trying to say each child's name as they are greeted in the song, which helps them gain a sense of belonging. Toddlers enjoy building towers from bricks with the staff, who use a range of mathematical language to help children to learn size comparisons and shapes. For example, staff ask children which brick is bigger or smaller than the one they are holding. This helps children to learn to compare sizes and make decisions based on their own knowledge.

Staff in the pre-school support children to learn to write their names through sounding out the letters in their names. This helps children to prepare for the move to school by giving them the confidence to recognise and write their own name.

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

An appropriate key person system ensures that children develop confidence in their personal, social and emotional development. Children show confidence as they freely approach their special person for cuddles or reassurance. Children are happy and settled in the nursery as they enjoy warm, loving and consistent care from the staff. For example, children enjoy snuggling in for a cuddle with their special person as they wake after their afternoon sleep.

Staff support children who are toilet training well, as they gently ask children if they need to use the potty. Staff praise children when they successfully use the potty, which means that children develop confidence in their ability to recognise when they need the toilet. Toilet facilities for the children are suitable. However, nappy changing arrangements do not provide privacy for those children in nappies. There is no dedicated space to change nappies, which means that staff change children on the floor, with other children around.

Staff model the use of good manners and politeness when interacting with the children and each other. Therefore, children's behaviour is consistent. The older children share the toys well, recognising when they need to share and take turns. For example playing as a group in the sand tray. Staff use positive behaviour strategies to support children to learn what acceptable behaviour is. Consequently, children learn how to manage their own behaviour, which is a skill they will need when they start school.

The nursery provides children with healthy, balanced meals and snacks. These are prepared on site in the nursery's kitchen. Staff who handle and serve the food are suitably trained. Older children enjoy learning how to make their own sandwiches, spreading their butter onto the bread. Staff guide children who are unsure as to how to cut up fruit and salad vegetables safely, which enables children to develop independence and an awareness of healthy eating. However, the toddlers are sometimes given their sandwiches on paper towels, which does not provide an easy surface to spread butter or cut on. Consequently, children do not develop a full understanding of using the correct tools, such as plates, to prepare and eat their sandwiches on. Staff encourage the babies to learn how to feed themselves through using appropriate plates and spoons. This helps the youngest children to develop their physical skills and hand-eye coordination as they learn how to use simple equipment, such as spoons. Staff use children's record forms to find out children's dietary requirements. Staff check regularly to ensure that this information is up to date. Therefore, children are not given any foods, which may cause allergic reactions or are against cultural preferences.

All children share the enclosed garden area. Children enjoy developing their physical skills as they climb on the large play equipment and jump around on the bouncy castle. Staff ensure that children get daily fresh air, which supports their good health and well-being. Children learn the importance of appropriate hygiene practices, as they independently wash their hands before eating and after personal care routines.

The nursery supports children who are moving to school well. 'Going to school' books have been made by the staff, which relate to the various local schools that children will attend.

These books are freely available to the children and are filled with photographs of the school's environment, both indoors and outside. This helps children to develop an understanding of what to expect when they go to school. Teachers from the schools are encouraged to come into the nursery to meet the children prior to them starting school. Therefore, children are able to meet their teachers in familiar surroundings, which supports them to confidently move into the next stage of their learning at school. Wider partnerships work well to promote children's learning and development.

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

The management team work well together to ensure that they are able to meet the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. The management demonstrate through discussion that they know when they should contact the regulator Ofsted, and have contact numbers easily available to ensure that this happens. The staff show a secure understanding of what to do if they have a concern about a child in their care. Supporting documentation means that any concerns about a child are recorded according to the nursery's policies and procedures. Consequently, children's well-being is assured. Comprehensive risk assessments and daily visual checks ensure that the environment indoors and outdoors is safe for the children who attend. Staff remain vigilant while the children are present to minimise any hazards as soon as they happen. For example clearing up drink spilled on the floor, which could cause a child to slip.

Recruitment procedures are robust, which means all new staff complete the necessary checks to ensure they are suitable to be working with children. References are taken up from previous employers or further education institutes. In addition, full identity checks are completed prior to staff working with children. All new staff are well supported to understand the nursery's policies and procedures through the comprehensive induction system. New staff spend time learning the policies and procedures during their six-month probation period. Consequently, all staff are aware of their individual roles and responsibilities in ensuring that children enjoy their time and are safe at the nursery. The provider has an open-door policy which means that staff are able to discuss any concerns that they may have. She works in the nursery most days, which enables the staff to have regular communication with her and request any additional training they feel would help them. In addition, yearly appraisals, regular supervisions and staff meetings help to address any concerns they may have and improve their practice and, in turn, the quality of the provision.

The management team are currently updating their self-evaluation document. This helps them to decide on future plans to promote positive outcomes for children. Current plans include converting the property next door to enable the nursery to care for more children. The staff seek the views of the parents in a range of ways. Parents are able to speak to their children's key person. Newsletters and plenty of notice boards around the nursery help to keep the parents informed about what is going on. In addition, a suggestion box enables parents to post any comments that they may have anonymously. Comments from

parents on their children's learning sheets show that partnerships with parents work well to support continuity of children's care routines and learning and development progress.

All child record forms and documentation are in place to support children's well-being and maintain confidentiality. The management has a secure knowledge of meeting the learning and development requirements, which they do generally well. The daily managers monitor the quality of the observations that staff make, which helps to ensure that all staff are able to identify children's current stages of learning and development. Consequently, children are ready for the next stage in their learning or the move to school. The nursery uses external partnerships well to support children's care, learning and development. Links with professionals such as speech and language therapists and special educational needs advisors enables the staff to seek guidance or support. Consequently, children with special educational needs and/or disabilities are able to make consistent progress through educational programmes that support their next steps.

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	EY274438
Local authority	Havering
Inspection number	930783
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	36
Name of provider	Karen Angela Johnson
Date of previous inspection	24/01/2011
Telephone number	01708 376586

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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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