

Honey Tree Day Nursery - Portishead

13 Stoke Road, Portishead, Bristol, North Somerset, BS20 6BQ

Inspection date	09/09/2013
Previous inspection date	14/03/2012

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		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

- Thorough systems ensure that staff are well qualified and receive effective support, coaching and training to meet the needs of the children.
- Effective planning engages all children in well thought out activities that help them to make good progress in their learning and development.
- The key person develops positive relationships with children and parents. Parents receive good information on their children's progress and are fully involved in their learning.
- Staff use sign language effectively in the baby room to support babies developing language skills.

It is not yet outstanding because

- The organisation of some rooms does not fully encourage children to explore and develop their love of books.
- Older children do not currently visit the toilet facilities independently to prepare them for their move to school.

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 children playing inside and outdoors.
- The inspector observed staff interactions with the children.
- The inspector and graduate lead carried out a joint observation in the pre-school room.
- The inspector talked to staff, children, parents and local authority representatives during the inspection.
- The inspector sampled a range of documentation.

Inspector

Rachel Williams

Full Report

Information about the setting

The Honey Tree Day Nursery is one of three nurseries within a privately owned chain. It registered in 2001 and operates from single storey premises in Portishead, North Somerset. There are separate rooms for babies, children aged two to three years and those in the pre-school group. There are associated facilities such as a kitchen, toilets and sleep rooms. There is a fully enclosed outside play area. The nursery is open each weekday from 7.30am to 6pm all year round, except bank holidays.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 71 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language. The nursery receives funding for the provision of free early education for children aged two, three and four. The owner employs twelve members of staff who work directly with the children, 10 of whom have early years qualifications at level 3 or above and one who has an Early Years degree. The nursery also employs a cook and a cleaner.

What the setting needs to do to improve further

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

- develop the environment further to support children's love of books so they can sit quietly and undisturbed

- encourage older children to visit the toilet facilities independently in readiness for their move to school.

Inspection judgements

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

Staff are knowledgeable and support children well to make good progress in their learning and development. Children are fully involved in their learning. Staff take time to talk to the children and listen to their ideas using this information to prepare interesting activities that challenge their current interests. For example, the key person prepares small group activities to promote children's early writing skills by using stencils of familiar animals and objects, while another group make rockets from recycled materials. Staff use every day activities well to promote learning. For example, children count how many children are at the table so they know how many slices of fruit they need to cut. Staff support children's

knowledge well by using mathematical language appropriately, such as identifying half and counting the slices.

There is a good balance of focused group times and opportunities for children to explore their learning independently. Children enthusiastically participate in group singing time. Staff value their choices and include favourite songs. Babies thoroughly enjoy sharing a story together and listen carefully. They are excellent at using sign language to identify what they see. Staff respond well helping children to use words, as well as their signs, as they point to the pictures so they can successfully link the word to its meaning. Toddlers thoroughly enjoy exploring the shaving foam using their senses. They relish how it feels when they clap their hands together smiling happily. They feel confident to explore in a safe environment as staff give them the opportunity to explore independently as they watch from a distance before adding more stimuli, such as sand.

Children build confidently using a range of construction kits. Staff encourage children to explain what they are building therefore, developing their communication skills. Children connect pieces well showing good fine muscle skills. They explain that it is a cake and ask staff to 'blow'. Children persevere with their self-chosen activity attempting to link ideas, such as putting rectangular shaped bricks into circular tubing. Staff respond well to children's 'babble' helping them to associate words with what they are building. Children manipulate the play dough well as they explore its texture. They use tools purposefully as they prepare the food. Staff take this opportunity to talk about likes and dislikes helping children understand that we are all different and explore healthy eating. Children use tools, such as cutters, knives and rollers well showing good coordination as they purposefully create shapes.

Staff value diversity and help children to respect similarities and differences. For example, staff work in partnership with parents to promote children's home language displaying keywords with pictures to support communication. They offer laminated cards with the signs children are learning to aid continuity between home and nursery. Staff support babies well as they investigate glasses encouraging them to be gentle and helping them understand that people are different. Babies point carefully, name different parts of the face successfully, and praised by staff for their 'kind hands'.

Planning and assessment arrangements are rigorous. Staff make detailed observations of children's interests and engagement in activities to identify their next steps in learning. They use this information to plan key group times to extend learning effectively. Staff evaluate activities thoroughly to influence future planning and to support the provision of a broad and balanced range of experiences across the areas of learning.

Parents are fully involved from the start contributing their thoughts on their child's starting points and capabilities. Parents value the ideas staff give them for things to do at home, such as the recipes to make 'fat balls' to feed the birds and the new signs children are learning. Staff invite parents to share children's achievements at home by contributing to their learning diaries, 'what I say' stars and detailing 'wow' moments.

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

Generally, staff have carefully considered the organisation of the environments to promote children's learning. Children have access to a broad range of high-quality toys and resources that meet their stage of development effectively. Children make decisions about their play selecting resources independently from low-level units. However, staff have not fully considered the organisation of the book corner in some rooms to help children to select books of interest and to sit comfortably to read them.

There are good systems in place to prepare children as they move between rooms or on to school, overall. The key person shares relevant information and observations with the new key person so that they have a good knowledge of children's capabilities. The key person visits the new room with the children to support them as they develop their confidence in the new environment. There are regular opportunities for children to play together. Parents comment favourably about how helpful staff are at enabling children to move rooms confidently. However, staff do not always encourage pre-school children to visit the toilet facilities independently to improve their self-care skills in readiness for school.

There are good opportunities for children to be physically active and outside in the fresh air. Older children listen carefully as they follow instructions when they participate enthusiastically in action rhymes. When outside toddlers identify the need to wear hats. They point to the hat box showing a good awareness of routines - 'I wear Spiderman hat' and points to the sun, to show their awareness that they wear a hat in the sun. Children explore the outdoor environment well. Staff follow children's interests, such as digging and collecting worms. Children are keen to show their key person what they have found and are proud of their discoveries.

Children are becoming increasingly more aware of their own needs. The environment is well organised to support young children as they potty train. Children use the potty independently knowing when they need to go and confidently ask staff for help to pull their trousers up. Staff have good understanding of hygienic practice when changing nappies, such as using separate cloths and sterilising fluid to clean the mat after use. Staff routinely talk to the children while they change nappies explaining what they are doing to reassure them.

Staff have good awareness of children's special dietary requirements and ensure that suitable alternatives are provided at snack time, such as a yoghurt rather than fruit. Older children use knives safely as they cut fruit independently. Younger children are encouraged to make choices as they pass the plate around the table. An outside catering company supplies meals and staff provide parents with a menu so that they are well informed. They are healthy and nutritious and meet children's stage of development, such as a separate weaning menu. Staff give parents useful information on how to promote healthy eating with their children. Children learn about where food comes from as they grow their own fruits and vegetables.

Staff teach children about safe practices. For example, babies and toddlers are reminded

to wear shoes when they go and wash their hands for lunch as there is a 'no shoe' policy in the baby room to protect children. Staff listen and respond to children well as they describe their journey to nursery reminding them of the importance of wearing helmets. This supports them effectively to learn about their own safety. All children practice a regular fire drill to support their understanding of how to keep themselves and others safe.

Staff develop positive and caring relationships so that children are confident and happy learners. Children have a good sense of belonging and feel valued as part of a group. For example, the 'welcome song' helps children learn each other's names. Children are aware who their key person is and draw pictures of them to display so parents know who is caring for them. Children behave well and show respect for each other. They are aware of expectations and boundaries, which staff consistently reinforce throughout the nursery. Children are secure in their understanding of routines; for older children photographs act as a visual reminder and sign language supports younger children's understanding.

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

Staff are vigilant and have high regard for children's safety and well-being. They complete risk assessments regularly of all areas used by the children and senior staff closely monitor these. Staff routinely record incidents and accidents and share these with the nursery manager. This enables the nursery to monitor potential hazards and develop appropriate action plans to keep children safe. Staff have good understanding of safeguarding practice and the Local Safeguarding Children Board procedure to protect children should they have a concern about a child. This includes the procedure staff follow should an allegation be made against themselves or another member of staff. Staff are proactive in working in partnership with key agencies to support children's well-being and safety. There are thorough arrangements in place to enable the senior management team to appoint suitable staff to work directly with the children. These include robust recruitment procedures and clear induction arrangements so that staff are familiar with policies and procedures that underpin the good practices of the nursery and implement them consistently. Therefore, staff have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage.

Staff develop strong links with other early years settings to maintain continuity in children's care, learning and development. In particular, there is a cohesive approach to supporting children with special educational needs and/or disabilities. Positive relationships with parents means there is an effective exchange of information. Parents talk positively about the impact staff have had on their children's development in particular, in helping children to acquire good communication skills. Staff take time to share children's achievements and daily activities both verbally at collection and in writing.

The senior management team monitor the provision well and they use 'context sheets' effectively to establish an overview of practice. For example, they monitor the ratio of boys to girls so that planning can be adapted to include a range of teaching methods and

activities that enable all children to make the best possible progress. They continually reflect on practice through quality improvement tools to develop accurate action plans to drive continuous improvement, such as the redevelopment of the garden. Staff value the views of parents to drive improvement, such as through the use of parent representatives who are involved in the recruitment process. Positive improvement has been made since the last inspection as skilled staff have been employed to model good practice. For example, staff deploy themselves well so that they can engage with children at all times as they choose activities for themselves. There are secure arrangements to support and guide effective professional development through training and coaching programmes. As part of routine supervision and appraisal arrangements, senior staff complete regular observations of staff to support their ongoing development. More recently peer observations have been introduced to support this process further and maintain consistent high standards throughout the nursery. The senior team monitor planning and assessment arrangements effectively to ensure the educational programme is well balanced and promotes learning in all areas. Consequently, children make good progress in their learning and development.

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	509169
Local authority	North Somerset
Inspection number	928286
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	38
Number of children on roll	71
Name of provider	The Honeytree Day Nursery Ltd
Date of previous inspection	14/03/2012
Telephone number	01275 843752

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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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