

# Honey Pot Day Nursery (Childwall)

70 Childwall Valley Road, Liverpool, L16 4PE

<b>Inspection date</b>	02/10/2013
Previous inspection date	17/09/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	1
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- An excellent focus on early intervention has a very positive impact on children's overall development. Children who need some additional support are making excellent progress in all areas of learning, particularly in their social and language skills
- A highly skilled staff team are led by inspirational managers to ensure all children are offered excellent quality and opportunities for learning. The management team effectively monitor the provision and support staff to ensure the very best outcomes for children's learning, leading to exceptional practice
- Children make excellent progress in all areas of their learning. They are supported exceptionally well by skilled staff who plan a wealth of exciting and stimulating learning opportunities based on children's interests, their own observations and the information they receive from parents.
- The excellent partnerships formed between the parents and practitioners provide a positive two-way flow of information that is highly valued. This enables them to fully contribute and be actively engaged in their children's learning and progress.
- Children have access to an extensive range of materials, with an emphasis on natural resources. Both indoor and outdoor areas are highly stimulating with excellent use of equipment, giving children opportunities to experience and explore a wide variety of play situations, including a sensory room to extend their learning.

## **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 all rooms and the outdoor learning environment.
- The inspector spoke to the management team, parents, practitioners and children throughout the inspection.
- The inspector conducted a joint observation with the operations manager.
- The inspector looked at documentation, including children's records, assessments, planning and a selection of policies and procedures.

## **Inspector**

Ron Goldsmith

## Full Report

### Information about the setting

Honey Pot Day Nursery (Childwall) is one of three provisions run by Honey Pot Nursery Ltd and was registered in 2012. The nursery operates from three playrooms over two floors of a detached property situated in Childwall, Liverpool. It has full disabled access and facilities to the ground floor. The nursery serves a wide catchment area. It is accessible to all children and there are two fully enclosed areas available for outdoor play. The nursery opens Monday to Friday all year round with the exception of bank holidays. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. There are currently 84 children on roll, all of whom are in the early years age group. The nursery is registered on the Early Years Register and on the compulsory part of the Childcare Register.

The provision employs 13 staff to work with the children; all of whom have a relevant early years qualification, including two with Qualified Teacher Status. Two members of staff are employed for cleaning and food preparation. The setting is supported by the local authority and a quality improvement advisor.

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

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

- consider enhancing the excellent practice of children's independence at lunch time by, for example, providing more suitable cutlery to help them when they self-serve and when they are eating.

## Inspection judgements

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

Children show high levels of independence, curiosity, imagination and concentration. The educational programmes reflect rich, varied and imaginative experiences that meet the needs of all children exceptionally well. Practitioners have an excellent understanding of the Statutory framework for the Early Years Foundation Stage which helps them to plan effectively around children's interests and abilities. Consequently, teaching continually challenges children so they make rapid progress in their learning and development. Practitioners record children's progress against each area of learning, which helps them to identify if there are any gaps or delay in their development. Practitioners work very closely with outside professionals to enhance and support children's learning.

Staff plan first hand experiences and challenges that greatly enhance children's learning

and development. For example, all children engage in stimulating creative activities with a vast range of tactile materials. Children are eager to explore and meet every new challenge with real enthusiasm. Babies and young children use practitioners as a secure base from which to explore independently in their playrooms. For example, babies explore soil, sand, water and other natural resources to find out about the world around them. Practitioners demonstrate skill by knowing when to interact with children to extend their play and learning, and when to allow children to play and explore without direct adult involvement. Therefore, children are highly engaged in their play, challenged and become independent learners. Pre-school children show particular skills when using interactive computer resources and touch screens. Children's speech and language skills are developing well and if there are identified gaps the setting responds with appropriate strategies such as 'Tots Talk' to significantly address the gaps. Babies frequently imitate sounds as practitioners enthusiastically read stories and sing songs. Older children enjoy playing games such as 'what is the sound?', in which they learn to listen attentively. They confidently explain and describe the sounds made, matching them with picture cards. Children use cooking implements for stirring, cooking and baking mud cakes. Children with speech delay have gentle encouragement to progress with the use of pictures and their key person. Practitioners use sign language to support this. All children love books and they make their own choices, turning the pages to look at the pictures and share with friends. Children love to sing rhymes and songs. Very young children listen to gentle classical music while they play which gives a calm, relaxed atmosphere.

Younger children love puppets and props with songs, they squeal with laughter as they carry out actions and the enthusiasm of the staff means that they continue to be engaged. Staff fully understand the characteristics of learning and create a highly stimulating environment for children with exciting materials. For example, children investigate 'special boxes' filled with items, such as an abundance of photographs or play items from home. Staff teaching is exceptional because these resources are designed to foster free exploration yet link to specific learning. For instance to help form a secure social and emotional base for their time at nursery. Children become highly involved in the outside environment using exceptional resources to develop their development in every way. For example, children are thrilled at the opportunity to feed the chickens by hand or play vigorously in mud or water. Children also benefit from going on nature walks, such as in the Forest School programme, to collect items or make notes about what they see to extend their understanding of the world.

The nursery recognises and highly values the role of parents, which results in an excellent partnership with parents. They work closely together to exchange information about their children. For example, all parents receive regular texts, emails and reminders about important events or share their child's learning journey with a consistent key person, which aids the children's settling in to nursery from home. The key person prepares a record for parents of the individual routine for their baby and all practitioners welcome parents with a brief synopsis at collection time. Parents have access to children's learning journal, which they are able to take home to read in their own time. Parents and children take home activity bags to continue learning at home. Parents are also encouraged to make suggestions for activities for children, which are included in the practitioners programme of planning. Parents' evenings are a success, enabling them to contribute to their children's progress. Conversations with parents confirm they are very impressed with

the level of communication and they feel fully involved in their children's learning.

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

Practitioners provide an extremely warm and welcoming environment in which children are very happy and settled. Children demonstrate an exceptionally strong sense of security and belonging within the setting. Practitioners have an excellent understanding of their roles and responsibilities to meet the needs of the children in their key group. The key person system is very well established. As a result, children form strong attachments, and have a demonstrable and clear sense of security and belonging. Parents are consulted about the best approaches to settling children and making sure their home routines are respected within the nursery. These methods add to the close bonds made between the key person, child and family, and underpin the relationship. Staff model excellent social behaviour for children and offer them frequent praise throughout the day. Children understand that they are all respected as individuals. Therefore, children feel confident as they change rooms and this helps them to build very close relationships. Practitioners' support transitions to school or through the nursery to ensure children remain confident and self-assured. For example teachers visit the setting and practitioners introduce children to the school. If this is not possible because of distance, other methods, such as, photographs and discussion are used. As a result, children in this nursery are exceptionally happy and settled.

Children show excellent self-care skills and develop a very secure understanding of healthy eating. They are very well-nourished and their health is fostered. The cook delivers an exciting menu that is freshly cooked and which accommodates every child's specific need. Children enjoy healthy snacks of fresh fruit and eat well-balanced and nutritious meals. Food is freshly prepared every day on the premises and this helps children to establish healthy eating habits. The theme of foods from around the world encourages children to appreciate different cultures and food habits. For example, a Greek lunch is preceded by Greek dancing, flags on the table and the word for thank you in Greek printed near each child's seat. Children respond to this with enthusiasm. Detailed personal healthcare plans are implemented to ensure that dietary needs are closely observed. Children help to prepare the tables for meals, which enhance their understanding of the link between hygiene and health, and the children are encouraged to self-select and serve their own meal. Such methods promote independence and prepare children for their next stage in learning and a move to school. Practitioners are very accomplished in recognising the uniqueness of each child and providing for their individual needs and interests. Babies are confident to explore their surroundings safe in the knowledge they have the support of nurturing practitioners and feel secure. They form close attachments to the practitioners and enjoy cuddles with them as they listen to music or explore the texture of natural objects in treasure baskets. Children happily sit in small key person groups at meal times or during focused activities, and they chat happily with their friends and practitioners, which successfully promotes the development of their conversational skills.

Practitioners respect children's individual care needs and routines very well, allowing children to access the bathroom and wash their hands independently before meals and

after messy play activities. There are exceptional opportunities for children to benefit from fresh air daily as they have an abundance of opportunities to enjoy the outdoor environment in all weathers. They thrive on accessing natural materials in the outdoors, such as the muddy area, or when digging. It also means children have excellent opportunities to explore and practice their physical skills in an exciting and stimulating environment. Practitioners are fully aware of their responsibilities in keeping children safe and are vigilant, whilst allowing them to have sufficient risk in their play to promote challenge. Children learn to take risks within a safe environment. For example, they use crates, guttering and pipes to build tracks in the garden, climb in and out of den areas, testing their strength, and building their own spaces with fabric and materials.

Children are developing high levels of self-esteem because practitioners are attentive and value their contributions. Practitioners act as good role models so that children learn about sharing and turn-taking and practitioners skilfully help them share popular resources. A wide-ranging assortment of toys, resources and books that reflect positive images of a diverse society are in place to support children's learning of the wider world.

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

Leadership is inspirational. The registered provider and management team pursue excellence in all areas. There are consistently high expectations for the quality of care, learning and development that are offered to children and families from leaders and managers. All procedures and documentation are robustly reviewed and updated to ensure that all the requirements of the Early Years Foundation Stage are exceptionally well met. Comprehensive policies and procedures are reviewed regularly to ensure they meet the safeguarding and welfare requirements of the Early Years Foundation Stage and reflect the outstanding practice. This inspection was brought forward as a result of concerns received about a practice issue relating to safeguarding. Ofsted issued the nursery with a notice to improve, which asked the provider to ensure that the safeguarding policy was implemented effectively. This was done immediately and arrangements to safeguard children within the setting are now even more robust. Regular and rigorous reviews of all paperwork and procedures take place to ensure that all requirements of the Statutory framework for the Early Years Foundation Stage are met. All staff have mandatory safeguarding training and it is reviewed frequently. This means children are safeguarded extremely well.

Confidentiality is maintained as records are stored securely and only shared with relevant parties. Managers and practitioners have embraced the culture of self-evaluation and their high aspirations ensure continued improvements are detailed in comprehensive development plans for the nursery. Parents contribute significantly to the quality of the nursery through a parents' forum, evaluation processes, questionnaires and their daily interaction with staff. Highly rigorous and robust recruitment procedures ensure that all practitioners are suitable to work with children. A thorough induction programme provides excellent support, encourages teamwork and sets very high standards. This ensures all staff, including apprentices and students, are well prepared to contribute to the superb

service provided.

High quality performance and appraisal monitoring is implemented to ensure that training and professional development is tailored to both the practitioner's needs and to those of the children. Managers consistently observe and review the work of practitioners and the educational programme, which significantly enhances the quality of teaching and learning. Practitioner's individual skills are recognised and they work exceptionally well together as a team. As a result, they feel valued and are very motivated. The premises are secure throughout so no unauthorised person is able to gain access. Rigorous risk assessments of the premises and outings, completion of regular fire drills and qualified first aiders means children's well-being is paramount. Practitioners respond instantly when concerns are raised.

There is an extremely positive partnership with parents, who express how they are encouraged to be involved in their children's learning and comment on the knowledge of practitioners. Families are invited to bring an added dimension, enhancing the learning experience for all children. For example, in the 'personal identity wall' and 'special boxes', which maximise the opportunities staff have to make strong home nursery links at the beginning of a child's life in the setting. Exemplary partnerships with external agencies involved in supporting children's care and education mean that the needs of all the children are exceptionally well met.

### **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

<b>Unique reference number</b>	EY443365
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	908776
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	84
<b>Name of provider</b>	Honey Pot Nursery Ltd
<b>Date of previous inspection</b>	17/09/2012
<b>Telephone number</b>	0151 722 2500

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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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