

Honey Pot Nursery Ltd

358 Aigburth Road, LIVERPOOL, L17 6AE

Inspection date

18/09/2013

Previous inspection date

04/08/2011

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 manager and staff create a welcoming and homely environment where children enjoy themselves and develop close relationships with other children and adults working with them.
- Staff manage transitions between nursery rooms well and form good relationships with children. Consequently, children are settled and keen to learn.
- Effective measures are in place to monitor children's progress. This means children's strengths and additional support needs are clearly identified and intervention is sought where needed.
- Staff develop strong, close working relationships with parents, which helps to promote children's achievements and results in good progress.

It is not yet outstanding because

- Monitoring by the management team is not sharply focussed enough to check that all staff make the best use of open-ended questions to encourage children to think and demonstrate what they know.
- There is scope to extend the range of different resources in the role-play area so that children can be even more creative in their imaginative play.

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 play and learning activities in all four playrooms and the outdoor area and viewed the use of toys, equipment and resources.
- The inspector held meetings with the management team, talked to staff and carried out a joint observation with the manager in the pre-school room.
- The inspector looked at children's assessment and planning records, evidence of suitability of staff working in the nursery, the provider's self-evaluation form and a range of policies, procedures and documentation.
- The inspector also took account of the views of parents, carers and children spoken to on the day.

Inspector

Susan Westmoreland

Full Report

Information about the setting

Honey Pot Day Nursery (Aigburth) is one of three provisions run by Honey Pot Nursery Limited and was registered in 2007. It operates from designated play areas of a detached house in the Aigburth area of Liverpool. The ground floor of the nursery is accessible to all children and other areas are on the first floor. There is an enclosed outdoor play area. The nursery serves the local area and has strong links with local schools.

The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children are able to attend for a variety of sessions. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 74 children attending who are in the early years age range.

The nursery provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 12 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above. Of these, two hold Early Years Professional Status.

What the setting needs to do to improve further

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

- enhance the range of resources for role play in all rooms to fully promote children's imaginary and pretend play so they have rich opportunities to re-enact familiar scenarios

- introduce sharper monitoring to check that all staff fully understand how to use open-ended questions and activities to give children time to think, respond and extend their learning.

Inspection judgements

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

Staff have a good understanding of the Early Years Foundation Stage and use this in practice very well to meet children's individual needs. The planning displayed in each room is based on a secure assessment of what children do and enjoy. The prime and specific areas of learning are covered in a full range of activities and experiences. Children make independent choices as they are encouraged to look around the room and decide what

they would like to play with. The effective key person system ensures the staff know the children well. Staff closely observe children during their play and use this information to plan further activities based on children's individual interests, in order to support achievements of good progress. For example, the key person of a child new to the nursery noticed his interest and fascination with things that spin and has provided a treasure basket with a number of different rotational objects to extend his learning. Children are clearly engaged and active in their play. Each child has a personal learning file which clearly shows how activities link to the areas of learning and gives a good overview of where they are at in their development. The manager oversees the tracking of children's progress, which is analysed and monitored regularly. This means that staff can see how their key children are making progress or where they may need to target more help and support. Key persons pass on their learning and development records to the next room as they move up and have discussions about children's individual needs and interests. This means that good continuity and consistency is in place for children's learning.

Parents are fully involved in their children's learning and development. The nursery has recently introduced activity ideas for parents to do at home, which are part of the display boards around the nursery. This helps parents to share what they know about their child and what they achieve at home and encourages involvement in the life of the nursery. Staff also involve parents in their children's learning well by building on children's interests from home. For example, when staff noticed that many children like to talk about their extended family who are important to them, they created personal identity displays and encourage parents to bring in relevant photographs and names of grandparents, aunts, uncles and pets to display. This provides good talking points for children, which helps them to develop and enhance their communication and language skills. In addition, children who speak English as an additional language are supported because staff gather key words in their home language to aid communication. Young children show interest when staff talk about caring for the rabbit and introduce words, such as 'eyes' and 'nose' when they gather round his hutch in the garden. Older toddlers are very animated as they delight in doing their daily 'Bollywood' dance sessions, enthusiastically swinging their hips and dancing to the rhythm of the music to make their brightly coloured scarves jingle. They copy the hand movements demonstrated by the staff as they dance, smiling and clapping themselves when they are finished, demonstrating that they are happy and very self-assured.

Children in all rooms have access to a home corner role-play area. However, the role-play areas in all rooms are not fully enhanced to encourage children's spontaneity in make believe and pretending. For example, the dressing-up clothes are not always easily accessible and there is a lack of additional resources. For example, there are fewer real and everyday items, such as magazines, cleaning cloths and telephones to promote and enhance children's imagination and pretend play. Babies clearly enjoy sensory play. They sit in large trays to explore dry pasta with their hands or take their own socks off to fill them up with pasta shapes. In the outdoor play area toddlers investigate the planting area and sand. Staff are supportive as they show children how to use different tools, such as watering cans, buckets and plastic forks and spades, so that children demonstrate high levels of curiosity and remain interested in their play. Children happily wander between the sand pits and climb up to balance on the crates, demonstrating their fascination.

Staff have a good understanding of child development and use this effectively to support children with special educational needs/and or disabilities. They recognise when children are ready to progress to the next stage in their learning to help them prepare for school. Children in the pre-school room use the newly acquired interactive computer and are enthusiastic to use it to recognise faces showing different emotions and respond to staff questions, such as 'what colour do our cheeks go when we are embarrassed?'. Although staff use open-ended questions to enhance children's learning in these activities, this is not consistent throughout the nursery to further extend children's thinking. Children become engaged when they explore different items and have time to recount how they related to their own experience.

Children across the nursery have many opportunities to extend their use of number and there are displays of children working together to sort objects into different colour groups. Staff provide opportunities for children to count and calculate in everyday activities, such as counting out plates and cups when helping themselves from the self-serving trolley at lunchtime. Consequently, older children are becoming increasingly confident in using numbers and counting.

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

Displays and photographs along the entranceway, which show some of the activities that children take part in, give a welcoming, friendly feel to the nursery. Children clearly enjoy the weekly music and movement sessions and learn French with visiting teachers. These activities promote children's good health and well-being very well. Children learn about cultures and languages in other countries and displays show that children are involved in a very wide range of activities that help them gain a good understanding of the world.

All staff are very caring and know their key children well. As a result of this, children who are unwell are monitored and closely attended to. Administration of medication and any accidents or injuries are well recorded and monitored so that children's health is not at risk. Interactions between staff and children are good, which means that children are forming lovely bonds and secure emotional attachments. They approach their key person easily and they receive natural, warm cuddles. Staff are also down at the children's level at all times to offer verbal and physical contact. Children's behaviour is good throughout the nursery and staff offer regular, meaningful praise. Pre-school children greet each other with a smile and a wave as they sing a 'hello' song as part of their group time. Staff listen attentively and ask children questions, demonstrating a genuine interest in them, which promotes their self-esteem and confidence very well. Older two-year-olds are listened to, for example, when they wait patiently in line as everyone puts on their coats and hats to go down stairs for outdoor play. They chat to staff and tell them their news. Clear procedures are followed when children access the outdoors and they are well supervised by staff when they play outside. Regular checks are carried out to ensure that the outdoor area is safe and staff always remain with the children outside. Due to the building restrictions, not all children have free-flow access to the outdoors. However, outdoor play is incorporated into their daily routine so that children get plenty of fresh air and exercise and they all go out in their key age groups. They use good quality equipment, such as tricycles, balls and role play and rockers for younger children, which supports their

physical development. Children balance on crates and planks supported by staff who encourage them to take acceptable risks in a safe environment. All children are taken for regular walks in the local community, which gives them a good sense of the wider world.

Settling in from home to nursery is managed very well in all rooms. Staff find out individual home routines from parents and visits are offered to help children become familiar with the nursery and as a result most children settle in well. Children all move up to new playrooms in September. This process is well managed and children settle quickly and easily into their new rooms. To ease this transition, parents and children receive a letter informing them of the process and the child is given a lovely 'All About Me' booklet about their new key person and this is an excellent way to help to build the new relationship. This is appreciated by parents. There is a good exchange of information between key persons and children have opportunities to play in their new rooms in small groups in the period leading up to the move, therefore, they are familiar with the surroundings, which ensure that children settle.

Children enjoy wholesome, freshly cooked food on the premises by the nursery cook. All staff are aware of any children who have allergies or special diets so that all dietary needs are catered for. Meal times are good social occasions for the children with table cloths and flowers on the tables. They take turns to set up the tables and are asked what they would like to eat, so that they make independent choices at lunchtime and snack time. Children drink from named beakers, which are readily accessible and this is supplemented by additional drinks in appropriate cups.

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

The management team, which includes the manager, deputy manager and early years teachers, have a good overview of the educational programmes. They also ensure that the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage are implemented. The management team and staff understand the safeguarding procedures well and know what they would do if they have concerns about any child. Clear flow-charts are available in all rooms to remind staff about what to do if they are worried about a child's care or welfare.

Visual and recorded risk assessments are carried out periodically and closed-circuit television images are used. This means that managers can see areas around the nursery throughout the day and manage risks and potential hazards effectively. Policies and procedures support and guide the staff effectively in their day-to-day work. They are regularly reviewed to keep them up to date, particularly key policies, such as those for managing medication.

Clear and effective recruitment and procedures are in place. All staff are appointed through a rigorous selection process which appropriately assesses their suitability. Any new staff have an induction period. From this initial induction, mentors are chosen, a probation period is followed and all staff are vetted before they can work with children. A new approach to staff supervision has been introduced and there are clear professional

development routes for staff. The management team have begun to carry out joint observations of teaching to further promote staff performance. This shows that staff are very well supported and ensures that performance will continue to develop to benefit the children's care, learning and welfare.

The management team also ensure that they work within a quality improvement framework via the local authority to provide full staff training sessions on various issues. Training provided for staff is either based on their individual development needs or interests, or more generally for the whole staff team, which helps to improve their all-round skills. For example, the staff have undertaken training in using open-ended questions with children. However, managers have not included a focus on this in their joint observations to monitor the extent to which staff understand how to do this effectively with children and see if this has improved their practice. The two early years teachers work across this and two other sister nurseries, which helps them to share good practice. Managers recognise the importance of, and are engaged in constant monitoring of their practice.

Staff act on parental feedback by changing practice and addressing any issues immediately. Alongside this, parents can view their child's learning and development file at any time, take part in regular parents' evenings and are fully involved in the progress check at age two summary meetings. They receive informal handovers with their child's key person at drop off or collection times. This means that all adults regularly share what they know to provide consistency and continuity in children's learning. Parents receive a comprehensive information pack, which includes reference to the availability of nursery's policies. They can access the nursery's website, blog and receive regular newsletters and texts to keep them updated. Parents are very pleased with the provision and the progress their children make. They feel they get good information from their child's key person or other familiar staff member on a regular basis. The positive things about the nursery that parents like are the 'homely', welcoming atmosphere and they are pleased that their children 'come in happily and are developing well'.

Self-evaluation is used regularly to target priorities for improvement. The management team have involved parents, staff and children in this process via questionnaires and termly parent partner meetings. They have introduced an effective Early Years Foundation Stage assessment record and baseline assessment system to identify children's starting points and track children's progress. This shows that they regularly review the service to ensure it continually improves to benefit parents and their children. The nursery has addressed the two recommendations from the last inspection to promote children's independence in their self-help skills at lunchtimes and develop further the systems for self-evaluation to support continuous improvement. The dedicated special educational needs coordinator in the nursery works with parents and external professionals, such as speech and language therapists, inclusion worker and educational psychologists very well. She implements suggestions and activities made by outside professionals, which means that all children with differing needs receive the targeted support they need. She holds regular review meetings with the parents, child's key person and the relevant external professional, so that close partnership working enables all children to make progress and reach their full potential.

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	EY368225
Local authority	Liverpool
Inspection number	932028
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	40
Number of children on roll	78
Name of provider	Honey Pot Nursery Ltd
Date of previous inspection	04/08/2011
Telephone number	0151 4942373

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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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Piccadilly Gate
Store St
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M1 2WD

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