

Hunnypot Corner

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

Inspection date	17/10/2013
Previous inspection date	09/09/2013

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

- Staff support children with special educational needs and or/disabilities effectively, so that they are offered a full range of learning opportunities.
- Children are happy and settled at the nursery because staff build strong, caring relationships with them when they start at the nursery.
- Strong partnerships with parents have been established, as a result children's needs are met effectively.

It is not yet outstanding because

- The range and variety of information and technology resources are too few to support young children's awareness of how to use and learn from them.

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's play and staff interaction.
- The inspector examined documentation including a representative sample of children's records.
- The inspector and the manager completed a joint observation of the children.

Inspector

Caroline Preston

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 43 children on roll in the early years age range.

The nursery gets funding for the provision of free early years education to children aged 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 eleven members of staff, all of whom have ten appropriate early years qualifications to level 3 and one holds a level 2.

What the setting needs to do to improve further

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

- provide a wider range of resources to further develop children's understanding of information communication technology and teach children how to use and operate them.

Inspection judgements

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

Staff provide children with a good range of play experiences which help them to learn and develop well. Staff observe and assess children when they start so that they know what their starting points are, staff also complete progress checks for two-year-old children and continue to observe as children grow and develop. This means staff plan and provide activities that help individual children move on to their next stage of learning. This also helps staff to identify any specific needs children may have and organise activities and routines to support them further. Staff work closely with parents when the children start so that effective relationships are built and parents contribute at the start and are fully informed about their child's learning.

Staff provide very young children with a wide range of musical toys which help them to enjoy and move to different sounds and begin to understand rhythm in music. Children skilfully attempt to walk and pull themselves up using the push and pull toys that staff provide, developing their large muscles as staff encourage and praise them. Staff provide

low-level mirrors which young babies like to look and gaze at, they begin to recognise their faces and what they look like, touching their nose and eyes and mouth. Young babies attempt to complete simple puzzles as staff help them, staff also read to babies repeating words so that babies begin to recognise sounds and words and understand language.

Staff provide a good range of art activities for toddlers, for example toddlers confidently make prints with their hands using paint, they make marks on the paper using paint brushes. Toddlers enjoy the feel of water and bubbles as they put their hands in the water tray. Toddlers make shapes as they build with wet sand and use different tools to play with in the sand. Toddlers enjoy fixing the large train track, placing the trains on the track and pushing them around the track skilfully. They enjoy role play on the mat, dressing up in different costumes, using their imagination well. Pre-school children sit and discuss the weather and letters and sounds. Staff provide most children with access to a good range of programmable toys, however there are less available for the toddlers, to help them learn how to operate information and communication equipment. Pre-school children confidently stand up in front of each other during registration and talk about what they want and enjoy singing. They are supported well by staff, all of which prepares children for their next stage of learning.

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

Children are confident and self-motivated because staff support and encourage them as they play. Staff build good relationships with children during the settling-in-period as each child is allocated a key person. Staff make sure that each child is settled well and is happy and secure as close bonds are developed. Staff make sure that during settling-in timed children are always comforted and kept safe. Staff make strong relationships with parents at this stage as they work closely with parents so that each child's needs are met.

Staff are good role models and they are deployed well in each room and when children are outside in the garden playing and learning. Staff make sure ratios are always maintained so that children are supervised well and they are safe. Children behave well as they know about appropriate behaviour rules at the nursery. Staff talk to them about how they should behave towards each other and that they should treat each other respectfully. Staff provide activities and resources so that children learn about differences people have. Children celebrate various festivals with staff, which teaches them about the wider world.

Staff provide a well-resourced environment both inside and outside which helps children to learn and develop. Staff support children's understanding of healthy lifestyles, for example, they provide healthy meals and drinks. Children make their own chicken wraps for lunch, they add cheese, and salad and enjoy the nutritious lunch with the help of staff when children cut their own vegetables at the table. This provides children with good opportunities to be independent, make choices, and learn tasks they will use at school.

The effectiveness of the leadership and management of the early years

provision

Leadership and management is good. The strong senior team work well together to support staff to deliver effectively the learning and development requirements and the safeguarding and welfare requirements. This is because there are four members of the senior team two of who work directly with the children. In addition, there are always senior staff available at the beginning and end of the day to speak to parents. The senior staff who work in the playrooms observe and assess the staff's practice so can identify and strengths and weaknesses in the playrooms. Staff are offered regular supervisions and appraisals so that they can discuss any issues they have. Staff observe and assess children effectively so that they make sure that they make good progress in all areas of their learning and development.

Staff know and understand the nursery's safeguarding policy well so understand how to identify any concerns they may have about a child and report this to the nursery's safeguarding officer. Staff undertake daily checks inside and outside the nursery, they make sure that all outdoor play resources are suitable for the age and stage of the child and are not too high for babies. Staff remove any possible hazards to children all of which is recorded and signed by staff. All staff are vetted to check their suitability to work with children. Parents are happy that there are very few staff changes at the nursery as this provides emotional security for their children. All required records and documentation are in place for the smooth running of the nursery.

Strong self-evaluation has helped staff make improvements since the last inspection, all actions and recommendations have been fully well. Staff have made improvements to the nappy changing area in the toddler room, the cutlery offered to children during mealtimes and the reading cosy area in the playrooms. This has had benefits to children's learning and welfare. Staff work effectively with parents sharing children's records of achievements with them and organising parents evenings so that staff meet parents individually. Staff have established close links with outside agencies, which has helped staff to further support children with special educational needs and/or disabilities.

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
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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	939040
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	26
Number of children on roll	43
Name of provider	Karen Angela Johnson
Date of previous inspection	09/09/2013
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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