

# The Honeypot Nursery

127 St. Michaels Avenue, YEOVIL, Somerset, BA21 4LW

## Inspection date

06/01/2014

Previous inspection date

12/09/2012

## 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

- Staff build good relationships with children and provide good role models so that children are happy and behave well.
- Children's key person has a secure knowledge of their care and learning needs through the good partnership with parents.
- Staff work well as a team ensuring children receive good supervision and support.
- Staff provide an inclusive environment, representing children's backgrounds and promoting children's positive awareness of people's differences.

### It is not yet outstanding because

- Staff occasionally miss some teaching opportunities to develop children's problem-solving skills further.

## **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.

## **Inspection activities**

- The inspector observed activities in both rooms and in the outside area.
- The inspector carried out a joint observation with the manager.
- The inspector talked to parents present on the day and took account of the nursery self-evaluation, including their own parents' survey.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including information for parents, policies and procedures, children's development records, and the planning.

## **Inspector**

Elaine Douglas

## Full report

### Information about the setting

Honey Pot Nursery registered in 2012 and previously registered in 2008 and in 2003 under a separate business partnership. This privately owned nursery is registered on the Early Years Register and operates from a converted doctors' surgery, situated in the town of Yeovil, Somerset. Children have use of two interconnected playrooms, a sleep area, and separate toilets and nappy changing facilities. There is an enclosed garden area available for outdoor play and children also have use of an adjoining allotment. The nursery is open each weekday from 7.45am to 6pm all year round, except bank holidays. There are currently 75 children on roll from 10 months to under five years. The nursery supports children with special educational needs and those learning English as an additional language. The nursery receives funding to provide free early education to children aged two, three and four years. The owner employs an overall nursery manager, who is a qualified primary teacher and has Early Years Professional Status. There are 10 members of staff, including the cook, who all hold a childcare qualification at level 3. In addition, there are two apprentices working towards a childcare qualification.

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

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

- increase staff awareness of encouraging children to describe problems and suggest ways of solving them during adult led activities, to support children's creative and critical thinking further.

### Inspection judgements

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

The qualified staff team have a good understanding of the Early Years Foundation Stage and plan effectively to promote children's learning. They provide good learning opportunities for children to engage in first-hand experiences, adult led activities and focused small-group work. Staff work closely with parents to have a good awareness of children's starting points and their development at home. They make regular observations and monitor children's progress well. This enables them to have an accurate understanding of children's learning and plan effectively for the next stages. They record each child's interests, which they update on a regular basis, to provide opportunities and experiences that motivate children to learn. As a result, all children, including those learning English as an additional language, make good progress.

Staff use a system of visual aids and sign language with all children to improve communication. They support several children learning English as an additional language, well. In small groups or on a one to one basis, they build vocabulary by giving simple

choices. Staff introduce new words and repeat them back so children hear the correct pronunciation. As a result, children are confident to ask and answer questions. For example, children state that carrots grow in the ground but then ask staff how cucumbers grow. Staff skilfully follow children's lead to encourage language and extend vocabulary. For example, through good interaction children talk about trains changing tracks and going into the station. This leads to a discussion about the different ways they get to nursery. Young children demonstrate their understanding of language in their play with small world toys, as staff ask them to put the person on the bed or into the swing. Children of all ages enjoy books independently and in groups. Staff provide good support, encouraging children to play and learn together and to listen to each other. Children recall past events and talk about others who use to go to nursery, prompted by looking at personalised books.

Overall, staff encourage children to make suggestions and think of ways of doing things for themselves. They make mistakes on purpose so that children demonstrate their understanding by correcting them. However, they sometimes miss opportunities to extend children's problem-solving skills. For example, when staff are unable to tie a knot in something during a planned activity, they use tape. They do not always provide a range of materials such as string, tape or clips or encourage children to think of ways to solve the problem. Staff provide natural resources for the youngest children to explore and use. Staff observe and listen, sharing children's fun and enabling them to find their own use for resources. For example, one child places cardboard cylinders on to a rod and another finds matching items to place in a bowl. The member of staff encourages them to play together, learn through trial and error, and name the items, effectively promoting their key areas of development. Children use the outdoor area every day. Staff support children well in making an obstacle course and using large equipment to promote their physical development. Staff promote children's mathematical development through the daily routines and activities. For example, they ask about size, shape and numbers during stories, playing with blocks, sorting resources and counting children.

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

Parents confirm that staff actively seek to ensure that children receive equal opportunities and that they provide an inclusive nursery. The good key person system ensures children have a special person who knows them extremely well, through building good relationships with their family. They seek good information from parents to enable them to meet each child's individual needs. Parents comment positively on the professional and helpful staff, stating they receive good support and advice for any additional needs. Staff provide good role models, leading by example so that children respect each other's ideas and understand expectations, such as helping to tidy up and sharing the resources. Staff encourage children to help others to join in and to be aware of different feelings. As a result, children behave well and build strong relationships. Children use a wide range of cultural resources and share bilingual books to develop a positive awareness of each other's differences. Staff provide an enabling environment both inside and outside, where children can make choices and initiate their own learning. For example, children use the alphabet poster to discuss which letters they have in their name.

Overall, children develop a good awareness of safe and healthy practices. They enjoy a varied menu of freshly cooked hot meals and snacks. They plant and harvest their own food from their allotment, which extends their understanding of healthy eating and using tools safely. Children have independent access to drinking water and dress appropriately for the weather before going outside. Children manage their own personal hygiene well. Staff extend children's awareness of hygiene through activities such as cooking. Children sleep or rest according to their own needs. All staff have had safeguarding and food hygiene training, which helps them to protect and promote children's welfare. Staff enable children to benefit from taking appropriate risks. They remain close by so that children feel confident to challenge their physical development, hanging upside down on the climbing frame, for example. Staff use stories to ask children what they think are safe practices, such as not going off on their own, for example.

Staff follow good procedures to sensitively support young children when the time comes to move on to the next room. The child's present and new key person discuss the child's development and care needs, and meet with the parents to discuss the changes. Because the premises are open plan the children are able to regularly visit their new environment, so they soon become confident and feel secure. Staff visit local schools and may attend school entry meetings to aid children's move on to school. These practices help to promote children's well-being and emotional attachments.

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

The manager has a good understanding of her responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. She has had recent training in 'safer recruitment' to ensure they have robust procedures to protect children's welfare. The premises are secure and all visitors, parents and staff must comply with the mobile phone policy, to keep children safe. Staff carry out good risk assessments to remove any hazards and minimise potential risks to children. For example, due to the wind and rain, staff prevent children from using the decking as this has become slippery. The nursery is in the process of having an extension built to provide a new kitchen, staffroom, office and additional playroom. When this is complete, they have plans to redecorate and reorganise the whole environment. They have replaced carpets with easy clean vinyl and replaced the grass outside with an all weather surface to make it accessible for children all year. The manager and deputy have a good system to ensure consistency among staff in monitoring children's development and to identify any areas for concern or gaps in children's learning. This includes the required progress check for two-year-old children. All required documentation is in place and stored confidentially. The recent restructuring provides a clear line management and understanding of responsibilities. The manager deploys staff well to help ensure that children receive good supervision and support.

The manager and staff have good systems of self-evaluation to identify their strengths and areas for development. This includes actively seeking parents and children's opinions

to ensure they meet their needs. For example, following a parents' survey, staff now provide daily information for parents. This includes how much their children have eaten and a text service for messages, which staff check three times a day. In addition, the nursery has a parents' liaison group, which enables parents to feedback information and make suggestions through their representatives. Staff continually review and evaluate the activities they provide and attend team meetings to share good practice. The manager, deputy and team leaders all carry out regular observations of the staff and provide feedback so that they can improve their practice further. Staff receive regular in-house training and attend external workshops to update and improve their knowledge of good childcare practices. They have introduced a sand and mud kitchen, for example, so that children who prefer to be outdoors can develop their imagination, manipulate a range of tools and promote all areas of their development.

The partnership with parents is good. Parents confirm that they receive good information, through both daily verbal and written communications and the parents' evenings. They have regular access to their children's records. Staff encourage parents to provide observations and photographs of their child's development at home. The nursery policies and procedures are available on their website or in hardcopy, and translated for those with English as an additional language. The key person contacts any other settings that a child also attends in order to liaise over children's care and development, to ensure a consistent approach. The special educational needs coordinators have a good understanding of their responsibilities in supporting staff and working with outside agencies and parents, to enable all children to reach their potential.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY445350
<b>Local authority</b>	Somerset
<b>Inspection number</b>	911393
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	36
<b>Number of children on roll</b>	75
<b>Name of provider</b>	Robson (Yeovil) Limited
<b>Date of previous inspection</b>	12/09/2012
<b>Telephone number</b>	01935420255

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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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