

Honeysuckle Day Nursery Limited

Stantons, Church Lane, Reading, RG2 9BY

Inspection date

Previous inspection date

09/04/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	3
The contribution of the early years provision to the well-being of children	3
The effectiveness of the leadership and management of the early years provision	3

The quality and standards of the early years provision

This provision requires improvement

- The leadership and management provide a good induction programme and regular staff supervision; there is a clear focus to support on-going professional development for the staff.
- The staff organise a warm and welcoming environment, there is a good range of resources and activities to support children's development in all areas of learning.
- Staff help children to learn how to share and take turns and adapt their behaviour to resolve tussles.

It is not yet good because

- The leadership and management have not fully established systems to monitor the delivery of the educational programme and the progress children make.
- The leadership and management have not fully embedded the key person approach.
- Staff do not plan effectively to develop older children's phonic knowledge and skills in preparation for learning to read.

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 the activities in the three play rooms and the outside learning environment.
- The inspector conducted a joint inspection with the manager.
- The inspector held meetings with the registered person and the manager.
- The inspector looked at children's assessment records and planning documents.
- The inspector took into account the views of the parents spoken to on the day.

Inspector
Ruth George

Full report

Information about the setting

Honeysuckle Day Nursery registered in 2013. A private organisation owns the nursery. The nursery is in Shinfield, near Reading, Berkshire. It operates from converted premises and children are cared for on the ground and first floor in three rooms, which accommodate children in age groups. Children have access to a garden for outdoor play. The nursery takes children aged from 0 months to 5 years, and currently has 81 children on roll. Children attend for a variety of sessions. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 12 staff members, 10 of whom hold appropriate early years qualifications. The manager has an early years degree.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- monitor the delivery of the educational programmes, to ensure children's next stage of development are included in plans for their next steps in learning
- improve the key person approach to strengthen the continuity of care for children, ensuring each child and their family has a key person (and buddy key person) who provide consistent and tailored care to meet children's individual needs.

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

- teach older children the skills to become familiar with the sounds around them, to link sounds to letters, use initial sounds in words and to begin segmenting words and blending sounds in preparation for reading simple words and sentences.

Inspection judgements

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

The staff provide a warm and welcoming environment for children and their families. There is a good range of resources, staff arrange these well so that children may choose from a range of activities inside and in the outdoor area. This arrangement helps children to become independent learners in readiness for their eventual move to school. Teaching requires improvement. Staff routinely observe and assess children's achievements. However, they do not use this information to monitor children's progress effectively or use it to plan activities for individual children's next stage of learning.

Staff support children to develop in the prime areas of learning. The staff foster children's personal, social and emotional development. Older children cooperate and help each other during games extending each other's ideas. Staff plan an environment that stimulates the youngest children's physical skills. The staff show children how to operate toys with working parts, children shake, open and shut, push and pull manipulating them to see what will happen next.

Staff role model support for children's language development by taking part in their early conversations and acknowledging the babies first words. Staff are good storytellers, supporting children's love of books. The older children listen and join in with stories anticipating what might happen next, telling some parts of the stories themselves. Staff support early mark making and teach the older children how to form letters to write their names. Staff do not plan opportunities for the older children to develop their phonic knowledge and skills for reading in preparation for school.

Staff provide activities that motivate children to explore number, space and capacity. Staff encourage children to make simple calculations during an activity with hoops and beanbags, 'you have four blue beanbags and one red one. If you take the red one away how many blue ones will you have left?' Children complete these simple calculations with numbers up to five. Children count and use mathematical language in their play.

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

The well-organised environment supports children to develop independence in their play and self-care. Staff offer positive role models and give consistent guidelines that support children to share and take turns and adapt their behaviour to resolve tussles. The support from staff helps children to develop friendships and play cooperatively. The staff plan for the children to spend time outside in the fresh air, which helps them to gain a positive attitude to being outside and supports a healthy lifestyle.

Staff work closely with parents to ease transition for children into nursery. However, recent changes in staffing means the key person approach is not fully established. Key people do not routinely manage children's personal care needs or plan effectively for children's individual learning and development. Staff have built good relationships with children and most are developing a secure physical and emotional well-being. The parents state they have good relationships with the staff and that their children have settled well and enjoy coming to nursery.

Staff have a secure knowledge of safeguarding children. They teach children how to keep themselves safe providing reminders as they play. Staff who hold appropriate first aid qualifications manage minor accidents and injuries to children efficiently and inform parents of any such incidents. Staff can competently describe how they would manage child protection concerns and the actions they would take to keep children safe.

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

The leadership and management team aspire to improve. They have begun to collect the views of staff and parents to inform the self-evaluation process. However, the self-evaluation is incomplete, and therefore, does not fully drive improvement. The leadership and management team are making progress through their action plan, making some improvements to the environment to enhance children's learning. They have established some monitoring systems, for example, monitoring health and safety. This is effective in promoting children's safety and reducing risks. There is not sufficient emphasis placed on the key person approach or focus on monitoring children's progress. Therefore, monitoring is not yet effective in enhancing the quality of teaching.

The leadership and management team provide a good induction for new staff and supervision has a clear focus to support on-going professional development. The staff team implement relevant policies and procedures, which ensure the smooth running of the nursery. The leadership and management have a good knowledge and understanding of how to safeguard children in their care and provide on-going training to the staff team. Child protection is at the forefront of daily practice and regularly reviewed with staff in their supervision and at staff meetings.

The leadership and management team have good relationships with the parents. Parents' evenings provide opportunities for parents to learn how their children are progressing and share what their children can do at home. Parents spoken to, on the day of inspection, stated that their children were 'well cared for' and the nursery provided them with 'regular updates' on their child's day. The leadership and management team understands the need to communicate with other professionals involved in the care and learning of the children, to maintain continuity.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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

Unique reference number	EY468031
Local authority	Wokingham
Inspection number	940162
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	48
Number of children on roll	81
Name of provider	Honeysuckle Day Nursery Limited
Date of previous inspection	not applicable
Telephone number	07748307030

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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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